



Garlinge Primary School and Nursery

Accessibility Policy and Plan 2021-2024

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find links to the articles 23, 28, 29 and 31 throughout this policy. Details of these Articles can be found on the school website.

Educational visits and learning outside the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the lesson.

Planning Group:

The school has established an Accessibility Planning Group (APG) comprising:

Head of School

SENDCo/Assistant Head Teacher

Parent Representative

Governor Representative

Premises Manager

Function of the Planning Group:

1. Audit existing achievements/provision
2. Set goals and targets
3. Consult on plan
4. Implement and evaluate plan
5. Ensure the future of the accessibility plan

Vision Statement:

‘At Garlinge Primary School and Nursery we aim to provide a caring, exciting and inclusive learning environment where every child and family really matters. We will inspire, respect and celebrate everyone’s achievements and diversity; ensuring children are given opportunities to help them grow into independent and responsible adults’.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan

The Accessibility Plan is a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

The Garlinge Primary School and Nursery Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted, such as Specialist Teaching Services for children with physical impairments. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Garlinge Primary School and Nursery is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Garlinge Primary School and Nursery Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will focus on access to both the **physical environment** and **curriculum** and consider the following:

- The curriculum – teaching and learning and supplementary activities
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Playtimes and lunchtimes – including the serving of meals
- Interaction with peers
- Assessment and examination arrangements
- Positive behaviour policy
- School trips, clubs and activities
- Arrangements for working with other agencies
- Transition arrangements
- Extra-curricular activities

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Positive Behaviour Policy
- Curriculum Policy
- Critical Incident Support Plan
- Single Equalities Policy and Plan
- Specialist Resource Provision (SRP) Service Level Agreement
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs and Disabilities Report
- Staff Development Policy
- Medical Policy
- Inclusion Policy
- Fire Evacuation Plan
- Inclusive Sports Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website and will be monitored through the Governor Finance and Premises Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Aims and Objectives

Our Aims are:

1. Increase access to the curriculum for pupils with special educational needs and/or a disability
2. Improve and maintain access to the physical environment
3. Ensure equality of opportunity in all aspects of the school community and extended curriculum

See Appendix 1 for the Accessibility Plan which details current good practice; and objectives to further develop accessibility to the physical environment and the curriculum.

Access Audit

The school consists of two large single storey buildings with wide corridors and multiple access points from outside. There are three administrative offices located on the first floor in KS2 but these are not pupil areas and only accessible via stairs. KS1 and KS2 areas are all on the ground floor with wide door access to all rooms. The halls are on the ground floor and are accessible to all. On-site car parking for staff and visitors includes two dedicated disabled parking bays, one at the main entrance and one in the KS1 car park. All entrances to the school are either flat or ramped and all have wide doors fitted.

The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are accessible toilet facilities available, one in the staff mobile, Nursery, KS1 corridor, LKS2 corridor, UKS2 Corridor (Year 5 and 6) and one in the sports hall changing area. All these are fitted with a handrail and a pull emergency cord, which activates in the main school office. The school has internal emergency signage and escape routes which are clearly marked. The school has an accessible soft play area including a wheelchair accessible roundabout on the KS1 playground. Fire doors in the LKS2 corridor remain open with full access for people with physical disabilities and close automatically when activated by the fire alarm system.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority.

Appendix 1 Action Points:	Current Good Practice – including established practice and practice under development	Objectives – short, medium and long term objectives	Actions	Person responsible	Completion date	Success criteria
Increase access to the curriculum for children with special educational needs and/or a disability	<p>We have attained the Inclusion Quality Mark as a Centre of Excellence for Inclusion and we are working towards attaining Flagship status.</p> <p>Good level of understanding across the whole school of SEND and excellent quality first teaching</p> <p>We have increased use of visual support in all classrooms to support children’s SLCN needs.</p> <p>A very strong PE department that ensures all children have full access to the PE and sport curriculum</p>	<p>Short: Children will have the tools to support self-regulation so that they understand when and how to be ready to learn</p> <p>Children will have immediate access to low tech solutions to support access to learning (Such as Clicker 8, Communicate in Print, iPADS, notebook, laptops, mirroring programmes).</p>	<p>Introduce Zones of Regulation to Key Stage One</p> <p>Audit low tech needs across the school</p> <p>Audit of devices and programmes available</p> <p>Purchase where necessary</p>	<p>KW</p> <p>SB</p> <p>SB</p> <p>SB</p> <p>SLT</p>	<p>Term 5 and Term 6 2021</p> <p>Term 6 and Term 1 2021</p> <p>Term 1 2021</p> <p>Term 1 and Term 2 2021</p> <p>Term 4 2021</p>	<p>Children can refer to the Zones and Incident reports are reduced in KS1</p> <p>Children are using and engaging with low tech solutions across the school and outcomes are improved</p>

	Very strong team of supporting TAs who know and understand the needs of the children they support well	Autistic children will continue to feel safe and their needs will be met within our school community and extended curriculum in preparation for the opening of out specialist resource provision for Autistic children	Employ lead teacher for the SRP Audit classrooms and teaching practice. What are our strengths? What are our areas for development?	AF	Term 2 2021	A plan of action will be written with clear plans addressing the audits findings
		Medium: Children will have the tools to support self-regulation so that they understand when and how to be ready to learn Our staff will be trained to	Introduce Zones of Regulation across the school Training and support given to members of	AHTs SLT, SB and AF	Term 2 2021 Term 4 2021	All class teachers will deliver the 18 sessions on the Zones and there is consistency of the Zones displayed across the school Staff will be able to speak positively and

		successfully meet the needs of Autistic children and the environment will reflect this	staff in Attention Autism, SPELL, TEACCH and Zones of Regulation			confidently about the ways they support Autistic Children and their families across the school community
		<p>Long-term: Children will be less reliant on adult support and achieve better outcomes</p> <p>The Specialist Resource Provision has a successful opening and children's needs are well met and having full access to a rich and varied curriculum</p>	<p>Embed the Zones of Regulation across the whole school</p> <p>The environment in the SRP is well resourced and the vision and purpose of the SRP is shared and understood by all stakeholders. Time-tabling</p>	<p>All members of Staff</p> <p>All members of staff</p>	<p>Term 6 2022</p> <p>Term 6 2024</p>	<p>Children across the school are using the Zones and outcomes are improved</p> <p>Children in attendance of the SRP are happy and settled across the school and attainment and outcomes are positive</p>

			and grouping of children in the SRP is clear and maximises inclusion to the mainstream classes where appropriate.			
Improve and maintain access to the physical environment	View Sonic LED touch screens in all classrooms – allow better resolution All Classrooms are accessible 7 Accessible toilets across the school, 5 have changing facilities and grab rails where appropriate	Short Accessibility incorporated into all new building developments in school	Clear plan for accessibility incorporated into all new building developments in school (SRP and redevelopment of Learning Mentor Hut area)	KCC/SLT/Governing Body and Site Manager	March 2022	New spaces will be fully accessible for all stakeholders
		Medium The school is free of trip hazards. All stakeholders can access the taps in the toilets with ease.	Trip Hazards identified to be fixed. One paddle tap to be fitted in all toilets.	Governing Body and Site Manager Site Manager	Term 6 2022 Term 6 2022	The site will have improved accessibility for all stakeholders

		<p>Long-term: Wheelchair users and walker users will have easier accessibility to the fob and pushbutton door operators.</p> <p>There will be ease of access to physiotherapy and Occupational Therapy for children who require this support</p>	<p>Fobs and Pushbutton access improved</p> <p>Designated Physiotherapy and Occupational Therapy space identified and created</p>	<p>Governing Body and Site Manager</p> <p>SLT/Governing Body/SB</p>	<p>Term 6 2023</p> <p>Term 6 2024</p>	<p>The site will have improved accessibility for all stakeholders and users can have increased independence. Easier access to follow physio and OT plans.</p>
Ensure equality of opportunity in all aspects of the school community and extended curriculum		<p>Short: Children with Physical Disabilities will have increased access to our PE and sport curriculum</p>	<p>Purchase of sports wheelchairs</p>	<p>LS</p>	<p>Term 4 2021</p>	<p>Children are accessing the sports wheelchairs</p>

		Parents will have increased opportunities to share experiences, advice, information on resources etc. within our community	Introduce a parent group for children with PD	SB (SRP steering Group)	Term 2 2021	Parents are accessing the group and feel this has a positive impact
		Medium/Long-term: Children with Physical Disabilities will have increased access to our PE and sport curriculum	Increase communication with parents on access to community resources and activities, groups.	LS, SB	Term 6 2022	Children and parents are able to access community resources and activities