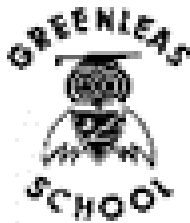


Accessibility plan

Greenleas Primary School

2023-2026



Approved by: Sharon Edwards **Date:** June 2023

Last reviewed on: June 2023 at School effectiveness Committee

Next review due by: June 2026

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Greenleas, we are fully committed to Inclusion - we want all children and families to feel a part of the Greenleas family and to be comfortable accessing our school.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| AIM | CURRENT PRACTICE | GOOD OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|-----|---|-----------------|---------------------|--------------------|-----------------------------|------------------|
| | <ul style="list-style-type: none">• | | | | | |

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| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> • All pupils are included in lessons for the majority of the school day. • All children have access to Quality First Teaching across all areas of the curriculum. • Where applicable, subjects may be adapted to better suit the needs of some learners. • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities (including reading material) • Curriculum progress is tracked for all pupils, including those with a disability | <p>Children with SEND learn alongside their peers.</p> <p>SEND children access QFT.</p> <p>Children are provided with reasonable adjustments to ensure their full participation in lessons.</p> <p>Adaptations allow all children to access learning.</p> | <p>Reasonable adjustments are regularly updated to reflect the needs of all learners.</p> <p>Investigate resources to support children in lessons.</p> <p>Teachers regularly make adaptations to lessons to support the differing needs of learners.</p> <p>Learning is, where necessary, broken into smaller steps onto children's IEPs.</p> | <p>All staff</p> <p>SENCo</p> <p>Teachers</p> <p>SENCo and teachers.</p> | <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> | <p>All pupils can access the curriculum.</p> |
|---|---|---|---|--|---|--|

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|--|---|--|--|--|--|--|
| | <ul style="list-style-type: none">• Targets are set effectively and are appropriate for pupils with additional needs• The curriculum is reviewed to make sure it meets the needs of all pupils | | | | | |
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| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Greenleas is a single storey building, with very few steps. • Ramps are in place • Disabled parking bay • Disabled toilets and changing facilities (Greenleas has two accessible toilets - one in KS1 and one in KS2) • Ceiling track hoist and rise and fall changing beds available. • Other toilets have grab rails in. • Library shelves at various heights, including wheelchair-accessible height • Brightly coloured tape has been used to | <p>Children and adults with mobility difficulties can access all areas of the school independently.</p> <p>Children can gain:</p> <ul style="list-style-type: none"> ✓ Privacy/dignity ✓ A place to store spare clothes, nappies etc, ✓ Safe lifting ✓ Increased independence <p>All children can access library resources.</p> <p>Children are able to see where floor ends and so are safer when moving around.</p> | <p>Monitor the safety of the site for all users.</p> <p>Regularly remind parents about use of disabled parking to avoid misuse.</p> <p>Children to feel well supported with toileting.</p> <p>Replace if worn.</p> | <p>SENCo Caretaker</p> | <p>On-going</p> | <p>All children and parents can access the school site.</p> |
|--|---|---|--|----------------------------|-----------------|---|

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| | differentiate floors from walls to support visually impaired pupils. | | | | | |
| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Hearing loops when required • Pictorial or symbolic representations • Maketon as needed as part of a total communication approach. • Information given on coloured paper. | All children and adults can access information in school. | Update different types of communication methods as the need arises. | Jen Higgerson (SENCo) | On-going | All children and adults are able to communicate in school. |

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by SLT

It will be approved by the *Governing Body*.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy