

ACCESSIBILITY POLICY and PLAN



GMPS Accessibility Plan

September 2022

Schools' duties around accessibility for disabled pupils Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

Part 5A of the Disability Discrimination Act 1995 (DDA) required the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- not to treat disabled pupils less favourably for reasons related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 2) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the school has set the following priorities:

- to provide safe access throughout the school for all school users, irrespective of their disability.
- to ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- to provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Gt Meols Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Gt Meols Primary School aims :

- Identify and develop the full academic potential of each pupil
- Enrich their life experience and improve their confidence
- Achieve sound levels of behaviour based on mutual respect
- Provide opportunities for and encourage staff in their own development
- Maintain the business of the school on a sound financial basis
- Create an environment where all can work in harmony, comfort and safety
- Develop relationships between staff, children and parents to the benefit of all
- Be an asset to the community
- Enjoy as well as fulfil

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Definition and Equality

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Gt Meols Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs

This plan considers the following three areas as identified in the introduction:

- **Improving the physical environment of the school** This element of plan covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Gt Meols Primary School. It includes items such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- **Increasing the extent to which disabled pupils can participate in the school’s curriculum** by securing relevant staff training and ensuring appropriate classroom organisation. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.
- **Improving the delivery to disabled pupils and carers of information which is already provided to those who are not disabled.** This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Orrets Meadow Special School Outreach Team
- Private Education psychologist ASC team.
- CAMHS
- ADHD Foundation
- SENAAT
- Art Therapist
- ACE Centre (Alternative communication and assistive technology.)
- Behaviour and Engagement Consultant
- Gilbrook Outreach Support
- School Nurse/Health Visitor

**GMPS Accessibility Action Plan
September 2022**

Improving the physical environment of the school

Item	Lead People	Strategy/Action	Resources	Time	Success Criteria
Develop programme of building works to ensure accessibility for wheelchair users.	HT	Work with facilities management to develop audit	HT time	Before end of Spring term 2023	Necessary works identified and used to inform action plan
Develop programme of work	HT / SBM	Identify costs, timescales, disruption to school	Build into Maintenance budget	Spring term 2023	Be ready to progress works within financial constraints, and be ready to take up opportunities to incorporate within other projects
Carry out improvement works	SBM / Site Manager	Obtain tenders, instruct contractors	Maintenance budget	Summer holidays 2024	Carry out building work as identified to provide a more accessible school environment including ramps, hoisting facilities and door accessibility.

Increasing the extent to which disabled pupils can participate in the school's curriculum

Item	Lead People	Strategy/Action	Resources	Time	Success Criteria
Training for teachers on creating an inclusive classroom for children with SEND.	SENDCO / DHT/ HT	Staff training through the ADHD Foundation and other providers Personal Care training, including hoisting, peg feeding and manual handling.	Training time TA time allocated	In place & ongoing	Increased access to curriculum Needs of all learners fully met
Training for staff on increasing access to the curriculum for disabled pupils	SENDCO	Staff training relevant to current pupil needs including team teach.	Training time TA time allocated	In place & ongoing	Increased access to curriculum Needs of all learners fully met

Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCO / DHT / HT	Laptops for word processing for pupils with specific recording difficulties. Sloping boards and adjustable tables for pupils with fatigue problems or physical disability. Specially shaped pencils and pens for pupils with grip difficulty. Coloured overlays for pupils with visual difficulties. Sound field systems for pupils with audibility difficulty if appropriate. This will also include any other specific items that would be required for a child with specific learning disabilities or medical need as identified in their support/health care plan.	Specialist equipment as listed	In place & ongoing	Increased access to curriculum Needs of all learners fully met
Improving the accessibility of information to parents who are EAL					
Item	Lead People	Strategy/Action	Resources	Time	Success Criteria
Work with the MEAS to help provide translation tools and meetings for parents with EAL	DH / HT	Staff aware of services available through LA. Improve availability of information for parents - display appropriate information for parents to collect Website to offer alternative formats	Contact details and cost of translation/adaptation	In place & ongoing	Information is available to pupils / parents as appropriate.