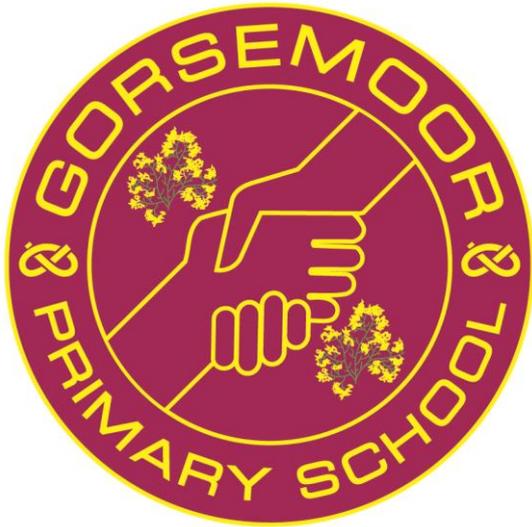


Accessibility Plan Policy



Date of Issue: June 2016

Review Date: June 2019

Approved by the Full Governing Body
on 15th June 2016

Audience:	Staff/Governors/Public
Frequency of Review:	Every three years
Postholder responsible for Review:	Headteacher

Recommended associated documents:

Equal Opportunities

Accessibility Plan

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- * girls and boys;
- * minority ethnic and faith groups;
- * children who need support to learn English as an additional language;
- * children with special educational needs;
- * gifted and talented children;
- * children who are vulnerable;

We acknowledge that there may be times when this is unmanageable or inappropriate, despite our wishes or best efforts.

We currently have children with a range of needs and abilities (January 2015) including (this list is not exhaustive):

- * asthma
- * eczema
- * ADHD
- * Allergies
- * Heart problems
- * Eating disorders
- * Hyper-mobility
- * Visual impairment
- * Turner's syndrome
- * Post viral fatigue syndrome
- * Cerebral Palsy

We collect information from the Early Years settings both our own and from external providers including parents, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
 - The SENCO has an overview of the needs of disabled pupils.
 - There are high expectations.
 - There is appropriate deployment and training of learning support staff.
 - Successful practice is shared within the school.
 - The school works with partner schools.
 - Disabled pupils have access to extra-curricular activities.
1. Gorsemoor Primary is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
 2. Gorsemoor Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - * Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - * Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - * Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables,

textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

3. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
4. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
5. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - * Equal Opportunities
 - * Health & Safety (including off-site safety)
 - * Special Needs
 - * Behaviour Management
 - * School Development Plan
6. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
7. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
8. The School's complaints procedure covers the Accessibility Plan.
9. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
10. The school will work in partnership with the local education authority in developing and implementing this plan.

Equality Information

This policy is underpinned by the Equality Information and Objectives Policy for Gorsemoor Primary School which is available on request.

As a dyslexia friendly school we take into account the needs of children with specific learning difficulties.

This policy applies to the whole of Gorsemoor Primary School, including the Early Years Foundation Stage.

Gorsemoor Primary School : Accessibility Plan Goals and Targets

2016-2019

Physical Environment

Target	How are we going to get there?	Resources/Cost	Responsibility	Success Criteria	Timescale
To ensure that all staff are aware of the access needs of pupils, staff and parents to the school.	Audit current accessibility issues. Include questions in pupils data information about accessibility needs of parents.	Office/Admin time.	Headteacher/Office Manager.	Parents able to access fully all school activities.	Ongoing
To improve current accessibility by progressive planned improvements.	Include accessibility improvements ion annual amp.	Liaison with access team and buildings surveyor.	Headteacher/Office Manager/Governors.	The school is as accessible as possible within budgetary constraints.	Ongoing.
To ensure that all disabled pupils can be safely evacuated. This also applies if a child is wheelchair bound for a short term e.g. following a break of leg	Ensure that all staff are aware of arrangements and responsibilities.	None	Headteacher/TAs	All disabled pupils and their staff are confident in their plan of evacuation in the event of emergency.	Ongoing
To ensure that learning is relevant and challenging to disabled pupils by responding to individual needs and overcoming potential barriers to learning and assessment.	Discussion with all staff. Monitoring pupil tracking and analysis of progress. Ensuring that expectations and outcomes are appropriate.		All Staff	Disabled pupils have achieved or exceeded their targets.	Ongoing

Target	How are we going to get there?	Resources/Cost	Responsibility	Success Criteria	Timescale
To continue to provide all staff with access to appropriate training.	Continue to identify relevant courses.	TSF	CPD	Increase expertise of all staff.	Ongoing.
To ensure that planned trips are accessible to all.	Develop staff awareness of potential problems when considering particular venues. Liaise with parents/TAs regarding additional support. Liaise with venue. Complete individual risk assessments when appropriate.	TSF/School Budget.	All Staff.	Parents are aware of their children's right to be included in these activities. Venue staff are aware of pupil's individual needs. Staff are aware of and trained to deal with specific issues.	Ongoing.
Review our PE curriculum to ensure that accessibility is maximized for all pupils.	Audit current needs and whether or not these are being met.	In house cover	CDG2	All pupils have access to high quality PE provision.	Ongoing

Provision of information

Target	How are we going to get there?	Resources/cost	Responsibility	Success criteria	Timescale
To identify any parent who needs an alternative delivery of information than that normally sent. Ensure that staff are aware of these different formats.	Audit of current needs.	Office/Admin time.	Headteacher/Office Manager.	A record will be made of everyone needing alternative delivery	Ongoing