

# Greenside Accessibility Plan 2024-27



## Greenside Primary School

Inspire Challenge Nurture

<b>Approved by:</b> Philippa Saving	<b>Date:</b> February 2024
<b>Last reviewed on:</b> February 2024	<b>Next review due by:</b> February 2027

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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 our school we will provide all pupils with access to a broad and balanced curriculum. In line with our whole school values of Inspire, Challenge and Nurture pupils with SEND will be consistently challenged to reach their full potential whilst having their needs supported and being valued as individuals.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, TEFAT and Heritage/Historical Association.

### 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.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>Our school offers an ambitious, inclusive, broad and balanced curriculum. We provide adaptive teaching and differentiated resources to ensure that all pupils have access to the curriculum.</li> <li>Everyone is made to feel welcome, including those with physical disabilities or sensory impairments. There are high expectations of all pupils and staff</li> <li>All pupils are equally valued</li> <li>We provide access to computer technology appropriate for pupils and adults with disabilities</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>The school has an effective system to track the progress of those pupils who made small but significant steps of progress.</li> <li>Leaders are aware of the progress and attainment of all learners, including those with SEND.</li> </ul>	<p>Introduce and embed the tool Provision Map</p> <p>Curriculum resources include examples of people with disabilities (S).</p> <p>Increase the confidence of staff in adapting their teaching and providing additional resources where necessary to provide access to the curriculum. (L)</p> <p>All pupils have access to appropriate resources to enable full access to the curriculum. (M)</p> <p>Ensure teachers and TAs have the necessary training to teach and support pupils with a disability (ongoing)</p> <p>The curriculum incorporates relevant knowledge, skills &amp; understanding which is appropriate &amp; accessible for all learners</p>	<p>Attend Provision Map Training</p> <p>Be aware of staff training needs on curriculum access. Assign CPD.</p> <p>Audit current curriculum resources and identify topics that need additional positive images.</p> <p>Tracking meetings to occur regularly &amp; all leaders informed of outcomes &amp; next steps for individuals.</p> <p>Key staff &amp; agencies liaise to ensure pupils with additional needs receive appropriate resources &amp; teaching &amp; learning activities.</p> <p>The school curriculum map is audited &amp; reviewed. Areas for improvement are identified and provision adjusted.</p>	<p>SENDCo</p> <p>SENDCo/Headteacher</p> <p>SENDCo/Subject Leaders</p> <p>SENDCo/Class teacher/Headteacher</p> <p>SENDCo and Headteacher</p> <p>SENDCo and Curriculum Leader</p>	<p>April 2024</p> <p>Termly</p> <p>By July 2025</p> <p>Termly</p> <p>Ongoing</p> <p>By July 2025</p>	<p>Provision Map is embedded within the school. All staff and families have improved access to individual pupil and need and their overall provision.</p> <p>Raised staff confidence in strategies for adaptive teaching, differentiation and increased pupil participation.</p> <p>Pupil engagement with the curriculum is increased &amp; outcomes improved.</p> <p>Pupils are aware that they are valued and this supports increased engagement &amp; improved outcomes.</p> <p>Provision is adjusted and modified regularly and the curriculum is accessible for all pupils</p> <p>All learners reach their full potential.</p>

<p>Improve and maintain access to the physical environment</p> <p><i>Greenside is a Grade 2* listed building which means that any developments to the physical building has to be agreed with the Historical Association in advance of works being carried out. This can delay changes.</i></p>	<p>The environment is adapted to the needs of pupils and staff as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>● One story building without stairs.</li> <li>● Slope between teaching block and dining and playground area.</li> <li>● Allocated parking bays for those with a disability.</li> <li>● Disabled toilet and changing facilities</li> <li>● Pupil resources/Library shelves at wheelchair accessible height</li> <li>● SEND room suitable for access to all learners.</li> </ul>	<p>Changes to the building:</p> <ul style="list-style-type: none"> <li>● Sound proofing rooms to support HI (L)</li> <li>● Purchase ramps</li> </ul> <p>Create access plans &amp; risk assessments for individual disabled pupils as part of the pupils' support plan when required.</p> <p>Be aware access needs of stakeholders and meet as appropriate Ensure staff aware of Environment Access Standards</p> <p>Improve signage and external access for visually impaired people</p> <p>Ensure all areas of school can have wheelchair access</p> <p>Develop a sensory/calm space to meet the needs of key pupils/all learners.</p>	<p>Liaise with historical association/the TEFAT Regional Director for Estates for changes to building.</p> <p>All staff and the wider Trust to understand the requirements set out in the guidance Advice on standards for school premises <a href="https://assets.publishing.service.gov.uk/media/5b339888e5274a55b88ed342/Advice_on_standards_for_school_premises.pdf">https://assets.publishing.service.gov.uk/media/5b339888e5274a55b88ed342/Advice_on_standards_for_school_premises.pdf</a></p> <p>Create access plans &amp; risk assessments for individual disabled pupils as part of the IEP process when required.</p> <p>Audit the access needs of parents/carers</p> <p>SENDCo to research other sensory rooms and create a wish list for school. Sensory room set up.</p>	<p>Headteacher</p> <p>Headteacher</p> <p>SENDCo</p>	<p>July 2027</p> <p>Ongoing</p> <p>September 2024</p>	<p>Support Plans &amp; risk assessments in place for all disabled pupils and all staff aware of pupils needs.</p> <p>All staff and the Trust feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues.</p> <p>Sensory room established and all learners have access to it throughout the day and week.</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses some communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Pictorial or symbolic representations</li> <li>● Some use of large print resources</li> <li>● Use of IPADs to support learning</li> <li>● Visual timetables in classroom</li> <li>● Visual scaffolds</li> <li>● Task Planners</li> <li>● School Website enable function to translate language from English to another language</li> <li>● Staff support families with completing key documentation and to access information that they may need.</li> </ul>	<p>Improve internal signage.</p> <p>Consistent use of large print resources.</p> <p>Ensure all information to parent/carers is accessible</p> <p>Improve the delivery of information in writing in an appropriate format</p> <p>Ensure all staff are aware of guidance on accessible formats</p> <p>Annual review information to be as accessible as possible</p> <p>Languages other than English to be visible in school</p> <p>Signs/ informations to be available in braille</p> <p>Introduction of induction loops</p>	<p>Class Teachers to improve signage in the classroom. Leadership team to provide signage throughout the school.</p> <p>Teachers to ensure they consistently use large print, where necessary.</p> <p>Review all forms of sharing information with parent/carers to ensure they are accessible.</p> <p>Guidance to be given to staff on dyslexia, visual impairment formats and accessible information</p> <p>Use/Develop child friendly support plan formats</p> <p>Some welcome signs to be multilingual</p> <p>Research the cost of induction loops/ braille signage</p>	<p>Classteacher and leaders</p> <p>Classteachers</p> <p>Admin</p> <p>SENDCo</p> <p>SENDCo</p> <p>Leaders</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>July 2024</p> <p>October 2024</p> <p>Ongoing</p> <p>July 2026</p>	<p>Parents and carers are well informed and receive all school information in easily accessible formats.</p> <p>Staff are more aware of pupils preferred methods of communications</p> <p>Parents are confident that the school values pupil heritage &amp; supports them in accessing their child's education</p>

## **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 the SENDCo. It will be approved by Headteacher.

## **5. Links with other policies**

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

- Risk assessment policy
- 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