



Gainsborough Parish Church Primary School – School Accessibility Plan 2024

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'Journeying together with hope and aspiration'

How does our vision impact our Accessibility at Parish?

Inspired by our Church school vision, we use our core four values to guide all aspects of our thinking and practice. Below is an explanation of how each of the core four impacts upon the accessibility plan at Gainsborough Parish.

Dignity

We adapt our practice to meet all pupils' needs to ensure equity within our provision.

Community

We liaise with external agencies and parents to ensure that we are an inclusive community and provide opportunities for all pupils.

Hope

We use reasonable adjustments for our pupils to support them to access the curriculum and the school environment and enable them to maximise their potential.

Wisdom

We access regular training to enhance our knowledge to ensure that we meet the needs of our pupils and that every child can reach their potential.

Access to the Physical Environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter school.

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
|---|---|---|--|---|
| <p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff & governors are aware of access issues</p> | <p>a) To create access plans for individual disabled children as part of the IEP/Health care plan process.</p> <p>b) To ensure staff and governors can access areas of school used meetings. Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>c) Staff to share IEP and important information with volunteers and support staff to ensure continuity of care for the children.</p> <p>d) Consider access during recruitment process.</p> | <p>As required induction and ongoing if required.</p> | <p>Class Teacher/ SENCO/ Head teacher.</p> | <p>IEP's are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school.</p> |

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|--|---|--|---|---|
| Ensure everyone has access to reception area | <p>a) Ensure that nothing is preventing wheelchair access</p> <p>b) Check the outer door is wide enough for a wheelchair</p> <p>c) Provision of appropriate seating</p> | <p>Daily check to ensure the area in clear of obstructions</p> <p>Seating in place</p> | <p>Caretaker</p> <p>Headteacher</p> | <p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p> |
| Maintain safe access for visually impaired people | <p>Ensure that handrails are available for all steps</p> <p>Check exterior lighting is working on a regular basis</p> | Ongoing checks | Caretaker | <p>Visually impaired people feel safe in school and in the school grounds.</p> <p>Colour contrast to be re-done as needed throughout the school year.</p> |
| Ensure all disabled people can be safely evacuated | <p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of health care plans.</p> | On going | <p>Class Teacher</p> <p>Headteacher to remind staff</p> | <p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p> |

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|--|------------------|-----------------------|--|
| Ensure there are enough fire exits around school that are suitable for people with a disability | Ensure staff are aware of need to keep fire exits clear. | Daily | All staff/Headteacher | All disabled personnel and pupils have safe independent exits from school. |
| Layout of school to allow access for all pupils to all areas | Consider needs to disabled pupils, parents/ carers or visitors. Meetings to be held in school with parents/ carers with disabilities in rooms that are easily accessible. | As required | Headteacher | Access for all. |

Access to the curriculum

| <u>Targets</u> | <u>Strategies</u> | <u>Timescale</u> | <u>Responsibility</u> | <u>Success Criteria</u> |
|---|---|------------------|---|---|
| Ensure support staff have specific training on disability issues | Identify training needs at regular meetings | Ongoing | Headteacher SENCO | Raised confidence of support staff. |
| Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access | Children to have a Health care plan, and an IEP when appropriate. Share information with all agencies involved with each child | As required | SENCO/Class teacher | All staff are aware of individual's needs |
| All school visits and trips need to be accessible to all pupils | Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible | Ongoing | Class teacher Educational visits lead. | All pupils are able to access all school trips and take part in a range of activities |
| Review PE curriculum to ensure PE is accessible to all pupils | Review PE curriculum to include disability sports as appropriate and necessary. | Ongoing | PE co-ordinator | All pupils have access to PE and are able to excel. |
| Review curriculum areas and planning to include disability issues | Include specific reference to disability equality in all curriculum reviews | Ongoing | All teaching staff | Gradual introduction of disability issues into all curriculum areas |
| Ensure disabled children can take part equally in lunchtime and after school activities | Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school. | As required | All teaching staff SENCO | Disabled children feel able to participate equally in out of school activities. |

Access to information

| Targets | Strategies | Timescale | Responsibility | Success Criteria |
|---|--|----------------------------|---|---|
| Review information to parents/ carers to ensure it is accessible. | Provide information and letters in clear print in "plain" English. School office/ Class teachers/ SENCO will support and help parents access information and complete school forms. | Ongoing | School office Class teacher SENCO | All parents receive information in a form that they can access. Pupils and/ or parents feel supported. |
| Provide information in other languages for pupils or prospective pupils. | Access to translators, sign language or interpreters to be considered and offered if possible. | As required | SENCO | Pupils and/ or parents feel supported and included. |
| Inclusive discussion of access to information in all parent/teacher annual meetings | Ask parents about preferred formats for accessing information eg braille, other languages if appropriate. | Annually on on-going basis | Headteacher | Staff more aware of preferred methods of communication, and parents feel included. |

KA/AM Sept 2024

Dated Reviewed and Approved by the Governing Body:

Signed:
Chair of Governors

Review Date : September 2026