



Gainsborough Parish Church Primary School – School Accessibility Plan 2024-2027

'Journeying together with hope and aspiration'

How does our vision impact our accessibility plan 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 recognise each individual, treating everyone as equal and ensuring that we meet their range of needs

Community

Our inclusive community honours each person and ensures they know they are valued and valuable. We are a family where all members of our school community care for each other.

Hope

Through complete access to our curriculum we give hope and prepare children for the future in which they can fully participate as responsible and confident citizens.

Wisdom

Working together we ensure that all can fully participate in our curriculum in order to flourish during their time at Gainsborough Parish and beyond.



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Purpose of the Plan

This Accessibility Plan is designed to ensure that our school complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the public sector equality duty set out in the Equality Act 2010 has been considered and we have consulted with staff, parents and pupils to gather feedback.

Duties on the School

The duties of the school are:

- To not discriminate against pupils and adults with a disability for a reason related to their disability;
- To make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled.

Reasonable adjustment duty

The school is committed to making reasonable adjustments to allow pupils and adults with disabilities to access the educational provision and related services at the school. The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability. We plan, over time, to increase progressively the accessibility of the schools to pupils with disabilities as appropriate.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Planning Duty

There are three strands to the planning duty:



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Increasing physical access

Improving the physical environment of our school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

Increasing access to the curriculum

Increasing the extent to which pupils with disabilities can participate in our school's curriculum, for example: staff information and training, classroom organisation, timetabling.

Increasing access to written information

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example in Braille, audio tape or large print formats, and the provision of information orally.

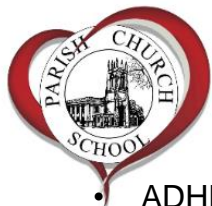
Contextual Information

The majority of our school site and building is accessible for anyone who has a disability since it is a single storey building. The school building can be accessed using ramps. We also have a disabled toilet in the school building which can be accessed by all stakeholders. We are an actively inclusive school and will always make reasonable adjustments for any visitors who may have a disability for which we were unaware.

The current range of disabilities within our school

Our school is inclusive by nature and, as such, always has a population of pupils with a range of Special Educational Needs. It is not unusual for children at Gainsborough Parish to be meeting the following needs:

- Autism



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- ADHD
- Attachment difficulties
- Dyslexia
- Hearing impairments
- Visual impairments
- Global Developmental Delay
- Various medical conditions including Diabetes, Epilepsy, Asthma, Allergies • A range of learning difficulties

Increasing access for disabled pupils

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. As such we have a regular cycle of training provided by professionals from Outside Agencies to ensure that our ability to meet the needs of our diverse community is kept up to date. We have very close relationships with Outside Agencies and will actively seek advice from them to ensure that we can meet every pupil's needs through reasonable adjustments and specialised resources. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have opportunities to attend age relevant after school enrichment clubs, leisure and cultural activities and educational visits.

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.



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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.

Increasing physical access

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

Targets	Strategies	Timescale	Responsibility	Success Criteria
<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 parent’s access needs and meet as appropriate.</p> <p>c) Staff to share IEP, Health Care Plans, Personal Evacuation Plans and other 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.</p> <p>All staff & governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>All members of the school community are able to access the school.</p>



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<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure everyone has access to reception area	a) Ensure that nothing is preventing wheelchair access b) Check the outer door is wide enough for a wheelchair c) Provision of appropriate seating	Daily check to ensure the area is clear of obstructions Seating in place	Caretaker Headteacher	Disabled parents / carers / visitors feel welcome. Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people	Check condition of colour contrast step edges regularly Ensure that handrails are available for all steps Check exterior lighting is working on a regular basis	Ongoing checks	Caretaker	Visually impaired people feel safe in school and in the school grounds.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled members of the school community. b) Ensure all staff are aware of their responsibilities in evacuation	On going	Class Teacher Headteacher	All disabled pupils and staff working with them are safe in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily



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<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
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/Head teacher	All disabled members of the school community have safe exits from school.
Layout of school to allow access for all pupils to all areas	<p>Consider needs to disabled pupils, parents/ carers or visitors.</p> <p>Meetings to be held in school with parents/ carers with disabilities in rooms that are easily accessible.</p>	As required	Head teacher	Access for all.



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Increasing access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	Headteacher SENCO	Raised confidence and skills 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, including residential visits, 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 the curriculum
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 are able to participate equally in out of school activities.



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Increasing access to written information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To ensure that all written information is accessible to pupils and parents e.g. who have English as an additional language/large print/braille.</p>	<p>Access to a range of tools which can support translation, e.g. EAL translators, bi-lingual dictionaries, immersive reader, Google Translate.</p> <p>Provide information and letters in clear print in “plain” English.</p> <p>School office/ Class teachers/ SENCO will support and help parents/carers to access information and complete school forms.</p>	<p>Ongoing</p>	<p>School office Class teacher SENCO Headteacher</p>	<p>All information shared with our school community is accessible by all.</p> <p>All members of the school community feel supported.</p>

January 2024

Dated Reviewed and Approved by IEB:

Signed:
Chair of IEB

Review Date : January 2027



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