

# Accessibility Plan (Autumn 2021 – Autumn 2024)

Gretton Primary School



<b>Approved by:</b>	Richard Woolston	<b>Date:</b> Autumn 2021
<b>Last reviewed on:</b>	Autumn 2022	
<b>Ratified by:</b>	FGB	
<b>Ratified on by:</b>	[Date]	
<b>Next review due by:</b>	[Date]	

## Background

This accessibility Plan has been drawn up in consultation with pupils, parents, staff and governors of the school and covers the period from the Autumn term 2021 to the Autumn term 2024.

## Our Vision

Whilst our school premises are based in a converted Victorian building, unsuitable to the demands and expectations of providing fully inclusive education in the 21<sup>st</sup> century, we are committed to the notion of developing a fully accessible learning environment which values and includes all pupils, staff, parents, governors 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.

## Our aims

We plan, 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:

- increasing the extent to which disabled pupils can participate in the curriculum; 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. **(Section One)**
- improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. **(Section Two)**
- improving the availability of accessible information to disabled pupils, staff, parents and visitors. 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. **(Section Three)**

## Action planning

The relevant action plans, relating to these key aspects of accessibility, can be found below. These plans will be reviewed and adjusted on a regular basis. New plans will be drawn up every three years. We also 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. These action plans will be used to support this.

## Links to other school policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Complaints
- Equality Duty
- Health & Safety
- Special Education Needs
- School Improvement Plan
- School Self Evaluation document

The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this 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 three year plan period in order to inform the development of the new plan for the following period.

## Monitoring & Review





Information about our Accessibility Plan will be published as part of the school's equality objectives. The Plan will be regularly monitored through staff and governor meetings.

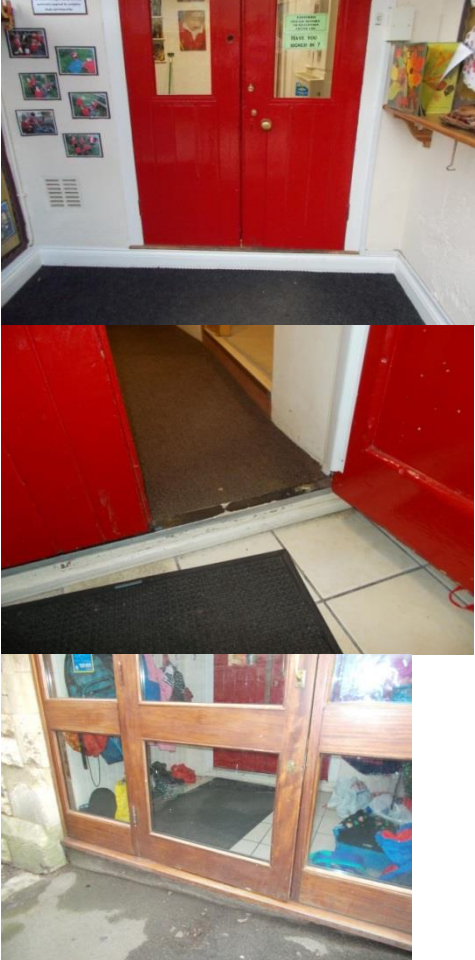
### Section One - Improving the Curriculum Access at School



Action	Strategy	Success Criteria	Timescale	Outcomes
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. Increase in access to the school Curriculum	On-going through staff development	As a result of specific training, both within school and from external consultants, all pupils are given access to the curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability and how to support them in the classroom	Teachers are aware of the relevant issues and can ensure that an individual or group has equality of access to learning. The use of other professional partners has been made available.	On-going through staff development	As a result of specific training, both within school and from external consultants, all pupils are given access to the curriculum
Audit of all out-of-school activities so that they are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future	Annual Audit	All out-of-school activities conducted in an inclusive environment. All pupils are able to access



		legislative requirements. Increase in access to all school activities for all disabled pupils.		curriculum activities.
Audit of all Key Stage 2 classrooms so that they are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of classes and equipment to support the learning process for individual pupils	Reasonable adjustments to accommodate the needs of individual pupils result in full access to the National Curriculum	Annual audit according to the needs of individuals	Reasonable adjustments made to ensure that all pupils have full access to the curriculum
Training for awareness raising of disability issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	Annual audit according to the needs of individuals	As and when appropriate, staff have received training to raise awareness of accessibility issues and how to overcome them e.g. meeting the specific medical needs of pupils with disabilities

**Section Two - Improving the Physical Access**


Item	Activity/Action	Timescale	Cost
<p>Accessible car parking</p>	 <p>There is no school car park and therefore no possibility of providing an accessible car parking space.</p>	<p>N/A</p>	<p>N/A</p>
<p>Access to school site</p>	 <p>Vehicle or wheel chair access via neighbour's driveway.</p>  	<p>N/A</p> <p>No plans to address this issue</p>	<p>N/A</p> <p>N/A</p>

	<p>There are steps up to the main entrance of the school and there are no plans to remove them as this would be cost prohibitive. However, we can ask permission from the owners of the two cottages to the left, for vehicle or wheelchair access when required.</p>		
<p>Access to main entrance and reception area</p>	 <p>There is a small step over the main entrance and another one into the reception area, which could possibly be overcome by a temporary ramp as and when necessary.</p>	<p>Investigate possibility of having ramps built</p>	<p>Approximately £250 to £500</p>

<p>Access to Robins classroom (YR)</p>	 <p>The image on the left shows the access to Robins via the rear entrance, there is insufficient space to build a usable ramp.</p> <p>The image on the right shows access to Robins via the reception area. The step might be overcome by using a temporary ramp.</p>	<p>Investigate possibility of having ramps built</p>	<p>Approximately £250 to £500</p>
<p>Access to Kingfishers classroom (Y1/Y2)</p>	 <p>Prior to October 2018 there was a ramp up to Kingfishers classroom but this was removed to provide a dedicated outdoor learning space. The door is too narrow for a wheelchair to pass through anyway.</p>	<p>No plans to address this issue</p>	<p>N/A</p>

<p>Access to Owls classroom (Y3/Y4)</p>	 <p>Access to Owls classroom is via a steep stair case. It would be cost prohibitive to install a lift.</p>	<p>No plans to address this issue</p>	<p>N/A</p>
<p>Access to Eagles classroom (Y5/Y6)</p>	 <p>Access to Eagles classroom is either through reception and Robins classroom which involves dealing with steps or by the side entrance - another step to negotiate.</p>	<p>No plans to address this issue</p>	<p>N/A</p>
<p>Access to hall</p>	<p>Access to the hall is via Eagles classroom or the reception area - see above</p>	<p>Investigate the possibility of using temporary ramps</p>	<p>Approximately £250 to £500</p>



<p>Accessible Toilet</p>	 <p>The ground floor unisex toilet allocated to the Robins (YR) children is referred to as the access toilet. However, this can only be accessed via steps through reception and Robins classroom or via the side entrance, which also has steps - see above. There is also a small step approaching the toilet.</p>	<p>No plans to address this issue</p>	<p>N/A</p>
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**Section Three - Improving the Delivery of Written Information at School**

Action	Strategy	Success Criteria	Timescale	Outcomes
<p>Make available school brochures, school newsletters and other information for parents in alternative formats</p>	<p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>All school information available for all (depending on context and need)</p>	<p>Annually</p>	<p>All school information available for all (depending on context and need.)</p>
<p>Raise the awareness of adults working at and for the school on the importance of good</p>	<p>Arrange training courses where appropriate E.g. Specific medical needs</p>	<p>Awareness of target group raised</p>	<p>Annually</p>	<p>Training delivered for specific</p>

communications systems which ensures access for all.	-appropriate training for all staff by qualified external partners e.g. diabetes	School is more effective in meeting the needs of pupils.		groups as and when appropriate e.g. pupils with specific medical needs. Needs of pupils met.
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