

Accessibility Plan 2021

**George Washington Primary School
Well Bank Road
Washington
NE37 1NL**

Policy written by Mrs D. Scott

Date: November 2021

Purpose of Plan

The purpose of this plan is to show how *George Washington Primary School* intends, over time, to increase the accessibility of our school for pupils, staff, parents, carers and visitors.

Legal Background

The plan complies with paragraph 3 of schedule 10 of the Equality Act 2010. The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Trust Board has had 3 key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils

The Equality Act (2010) re-states this duty on the Trust Board, merging previous legislation into a single Act of Parliament. Since 2003 it has been mandatory for all schools to produce an Accessibility Plan; this is that plan.

1 Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against children because of sex, race, disability, religion, belief or sexual orientation". According to the Equality Act 2010 a person has a disability if:

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Trust Board. The review process can be delegated to a committee of the Trust Board an individual or the Head of School. At John F Kennedy Primary School, the Plan will be monitored by the Deputy Headteacher and evaluated by the relevant Governors. The current Plan will be appended to this document.

At George Washington Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1.1 The George Washington Primary School Accessibility Plan has been developed and drawn up based upon current legislation and information gathered from relevant stakeholders. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 1.2 The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 1.3 George Washington Primary School is committed to providing an environment that enables full curriculum access that values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to take positive action in the spirit of the Equality Act 210 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

1.4 The George Washington Primary School Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

- 1.4.1 Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; (if a school fails to do this, they are in breach of their duties under the Equality Act 2010). 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 or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe.
- 1.4.2 Improve and maintain 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 within a reasonable timeframe.
- 1.4.3 Improve the delivery of written information to children, 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 timeframe.

1.5 The George Washington Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

1.6 Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Asset Management Plan
- Behaviour Management Policy

- Business contingency plan
- Inclusion Policy, Equality Action plan and Single Equality Scheme
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability Policy

1.8 The Accessibility Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

1.9 Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

1.10 The Accessibility Plan will be published on the school website.

1.11 The Accessibility Plan will be monitored through the Trust Finance, Estates and Audit Committee.

1.12 The school will work in partnership with Oak Learning Trust and the Local Authority in development and implementing this Accessibility Plan.

1.13 The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2 Aims and Objectives

This plan sets out the aims of the Trust Board of the school to increase access to education for disabled pupils in three areas required by the planning duties in the Equality Act 2010:

- to increase the extent to which disabled pupils can participate in the school curriculum
- to improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- to improve the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

Our objectives are detailed in the Action Plan below.

3 Access Audit

- George Washington Primary School is a modern building (2002) which is easily accessible. Our onsite car parking for staff and visitors includes two dedicated disabled parking bays. Most entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance is accessible to anyone in a wheelchair or with walking difficulties. The main entrance features a secure lobby being fully accessible to wheelchair users who enter from the front of the school. There are disabled toilets available in both key stage 1 and key stage 2 sections of the building. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. The swimming pool has disabled access changing room specifically for pool use. There is a removable hoist for disabled access into the swimming pool.

4 Management, Co-ordination and Implementation

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority in these circumstances.

2021-2024 Accessibility Action Plan

Aim 1: To increase the extent to which all pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Targets | Strategies | Timescales | Responsibilities | Success Criteria |
|---|--|-------------------|---|--|
| To liaise with nursery providers to review potential intake for September and January starters | To identify pupils who may need additional to or different from provision for new intake | Ongoing | HT | Procedures/equipment/ideas set in place by September 2022 |
| To review all statutory policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | HT All subject leaders Trust Business Manager | All policies clearly reflect inclusive practice and procedure. |
| To establish close liaison with parents | To ensure collaboration and sharing between school and families | Ongoing | HT All teachers | Clear collaborative working approach |
| To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. children with severe asthma, epilepsy, diabetes, cerebral palsy, heart conditions or mobility issues. | To ensure collaboration between all key personnel | Ongoing | HT SENDCo Class teachers TAs Outside agencies | Clear collaborative working approach |

| | | | | |
|--|---|-----------|--|---|
| To ensure full access to the curriculum for all children | A differentiated curriculum with alternatives offered. The use of appropriate assessments to assist in developing learning opportunities for children and also in assessing progress in different subjects. A range of support staff including trained teaching assistants. Use of interactive ICT equipment Specific equipment sourced from occupational therapy is needed. | Ongoing | HT Class teachers SENDCo Educational Psychologist Autism Outreach Team Occupational Therapy | Advice and strategies given by outside agencies should be evidenced in classroom practice. All children are supported and accessing curriculum. |
| To review attainment of all pupils with SEND | SENDCo/Class teacher meetings/pupil progress scrutiny of assessment system Regular liaison with parents | Regularly | Class teacher SENDCo Assessment coordinator | Progress made towards PLPs. Use of PIVATS and other assessments used in school to assess pupils' progress. |

| | | | | |
|--|--|----------------|------------------------------|--|
| <p>To promote the involvement of disabled students in classroom discussions/activities to take account of variety of learning styles when teaching</p> | <p>Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> -wheelchair access -screen magnifier -software for the visually impaired -practical and physical resources -training for relevant staff -giving alternatives to enable disabled pupils to participate successfully in lessons -creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people | <p>Ongoing</p> | <p>Whole school approach</p> | <p>Variety of learning styles and multi-sensory activities evident in planning in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> |
|--|--|----------------|------------------------------|--|

| | | | | |
|--|--------------------------------|---------------------------------------|-----------------------------|---|
| | -making reasonable adjustments | | | |
| To evaluate and review the above short- and long-term targets annually | See above | Annually | SLT, Governors, Trust Board | All children making at least good progress |
| To deliver findings to the Trust Board | Termly report to Governors | Termly SEND Governor /SENDCo meetings | SENDCo SLT/SEND Governor | Governors fully informed about SEN provision and progress |

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

| Targets | Strategies | Timescales | Responsibilities | Success Criteria |
|---|--|-------------------|---|--|
| Improve physical environment of school. | The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as access, lighting and colour schemes and accessible facilities and fittings, e.g. refurbished staffroom, new play equipment in yards and field areas, forest school | Ongoing | HT SLT | Using available resources e.g., sensory room, forest school, to enhance learning for all |
| Ensure visually stimulating environments for all children | Colourful, lively displays in classrooms and shared areas as appropriate, but use also to be made of communication friendly displays to avoid sensory overload, inviting role play | Ongoing | Teaching and non-teaching staff Monitored by phase leaders | Lively and inviting environment maintained. |

| | | | | |
|---|--|--|---------------------------------|--|
| | areas, stimulating resources available at break and lunch times | | | |
| Ensuring all with a disability are able to be involved. | Create access and evacuation plans for individual disabled children as part of PLP process. Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff | Enabling needs to be met where possible. |

| | | | | |
|---|---|---|---|--|
| To ensure that the medical needs of all pupils are met fully within the capability of the school. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. Medical plans to be completed by parent and appropriate member of staff and shared with all key staff members | With immediate effect to be constantly reviewed | Deputy Head Teacher Occupational health School nurses | All children who need one have a medical plan Key personnel working with the pupil are aware of child's needs |
| Ensuring disabled parents have every opportunity to be involved | Utilise disabled parking spaces for the disabled to drop off and collect children Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying access requirements of disabled parents | With immediate effect to be constantly reviewed | Whole school team with immediate effect to be constantly reviewed | To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |

| | | | | |
|---|--|---------|---|--|
| To improve community links | School to continue to have strong links with school cluster and the wider community. | Ongoing | SLT All staff | Improved awareness of disabilities/the wider community and their needs. Improved community cohesion |
| Continue to develop playgrounds and facilities | Look for funding opportunities and apply for funds/raise funds with events | Ongoing | Whole school approach | Include child-friendly, fully accessible play areas |
| To ensure driveway, roads, paths around school are as safe and accessible as possible | Communication with parents via safety messages/letters/walk to school week. Bike-ability, water safety, road safety | Ongoing | Site manager Community lead PE leader | No accidents |

Aim 3: To improve the delivery of information to disabled pupils and parents.

| Targets | Strategies | Timescales | Responsibilities | Success Criteria |
|--|---|-------------------|---------------------------------------|--|
| To ensure all children with ASD have access to the curriculum | Regular parental communication individualised multisensory teaching strategies used for ASD children Identification of training needs for all staff | Ongoing | All staff to be aware | ASD children able to access curriculum and wider opportunities |
| To enable improved access to written information for pupils, parents and visitors. | Raising awareness of font size and page layouts will support pupils with visual impairments auditing the class library to ensure the availability of large font and easy read texts will improve access auditing signage around the school to ensure that is accessible to all Use interpreters and translators as required. | Ongoing | All staff to be aware Site manager | Improving access for all children, staff, families and the community |

| | | | | |
|--|--|----------------------------------|--|---|
| To review children's records ensuring school's awareness of any disabilities | Information collected about new children. Records passed up to each class teacher End of year class teacher transition meetings | | Class teachers Outside agencies SLT Office staff | |
| To review children's records ensuring school's awareness of any disabilities | Annual reviewed Personal learning plan meetings Medical forms updated annually for all children Personal health plans Significant health problems - children's photos displayed on staffroom kitchen notice board info kept in separate file in staff room | | DHT Class teachers Outside agencies SLT Office staff | |
| In-school record system to be reviewed and improved where necessary. (Record on SIMS/network/protected) | Record keeping system to be reviewed | Continual review and improvement | DHT | Effective communication of information about disabilities throughout school |