

Gravel Hill School
Accessibility Plan

2016-2019

Review date: September 2019

Signed by Chair of Governors

Hazel Teale



Gravel Hill Primary School Accessibility Plan – 2016 to 2019

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

1. Vision Statement

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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 Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Gravel Hill Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Gravel Hill 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) The Gravel Hill Primary School Accessibility Plan has been prepared based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. 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.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. 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.
- 3) Gravel Hill Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

- 4) The Gravel Hill Primary School Accessibility Plan shows how access is to be improved for disabled pupils, 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:-
- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 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;
 - Improve the delivery of **written information** to pupils, 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.
- 5) The Gravel Hill Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 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.
- 7) The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.
- 8) The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of qualifications, training and experience of working with children with a varied range of needs including:
- Physical disability
 - Hearing impairment
 - Visual impairment
 - Specific medical conditions including asthma, eczema, ADHD, diabetes
 - Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
 - Autism
 - Speech, language and communication needs (SLCN)
 - Emotional difficulties including attachment disorder or bereavement
 - Developmental disorders, e.g. foetal alcohol syndrome
 - Profound and multiple difficulties including specific genetic disorders.

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- Safeguarding Policy
- School Improvement Plan
- Special Educational Needs Policy
- Staff Related Policies

10) Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Clear induction processes and buddy systems where appropriate.
- Parent Support Advisor to access Early Help and other agencies, e.g. Young Carers , MIND
- Learning Mentor
- INCO and SEN Administrator
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, incl. social communication
- SEAL small group work (Social and Emotional Aspects of Learning)
- Therapeutic Play
- Parent Workshops
- Family Golden Time
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Toe by Toe
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits which includes appropriate risk assessment.
- Support for parents, carers and siblings of pupils with SEND, which includes coffee mornings
- Bexley Voice
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Life Skills
- Outdoor learning
- Use of diagnostic assessments, e.g. Puma and PIRA Tests
- Transition arrangements, planning and support

10) The Accessibility Plan for physical accessibility relates to the Access Audit of the School which remains the responsibility of the governing body. 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 by the school 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.

- 11) 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.
- 12) The Accessibility Plan will be published on the school website.
- 13) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee
- 14) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- 15) It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.
- 16) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

Approved _____

Date _____

2. Aims and Objectives

Our Aims are:

- **to provide a safe, secure, stimulating and supportive atmosphere where each child is valued**
- **to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally**
- **to secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities**

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers, this includes conducting home visits. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views or in conjunction with a letter home about a parents' evening. Our PSA and INCo arrange meetings with parents and carers of children who have been identified by the school with disabilities and health conditions.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges e.g. lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment in 2014 and alternative provision is always provided.

In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a two building layout, the original building being ground level only with wide corridors and several access points from outside. This building is occupied by EYFS (Reception Classes only) with wide door access to all rooms and outside areas. The hall is on the ground floor and is accessible to all. The original building also contains a small number of internal steps, from the main hall, there are alternative routes, with a ramp to avoid the steps. The small hall, which is also used for the breakfast and afterschool club, has access from the carpark as well as an internal door. There are wide fire doors leading from the library, computing suite and the art/music room.

The new building is a two storey building with KS1 classes (and two Y3 classes) on the ground floor, with the remainder of KS2 on the upper floor. Each classroom on the ground floor is accessed via wide doors internally to a large communal area and outside to the playground. The upper floor class rooms are accessed via wide doors to the large internal communal area. There is no lift due to financial constraints imposed by the Local Authority during building works.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage, one outside the Hall and one on the ground floor of the new building. All are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

5. Management, coordination and implementation

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

6. Action Plan

Aim 1: To increase the extent to which disabled 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	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery care providers to review potential intake for Sept 17	To identify pupils who may need additional to or different from provision for Sept 17 Intake	Sept 2016/2017	HT EYFS teacher	Procedures/equipment /ideas set in place by Sept 2017.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing 2016/2017	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2016/2017	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 or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2016/	HT TAs Outside agencies	Clear collaborative working approach

SHORT TERM	To ensure full access to the curriculum for all children.	<p>Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • Training for teachers on differentiating the curriculum and effective communication with parents • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 	Ongoing	<p>Teachers</p> <p>INCO</p> <p>Outside agencies</p> <p>Ed Psych</p>	<p>SEND Toolkit in place to support teachers.</p> <p>Advice taken and strategies evident in classroom practice.</p>
	To assess the possibility of providing an evacuation chair at the top of the stairwell in the new building	To aid the evacuation of physically challenged staff and pupils in an emergency	Sept 2016	<p>HT</p> <p>Site Manager</p>	Suitable evacuation procedures are in place, if there were to be a pupil or adult needing to be evacuated from the top floor.

	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	Appropriate use of specialised equipment to benefit individual pupils and staff	Coloured overlays for pupils with visual difficulty. Tablets with appropriate software for pupils with specific recording difficulty. Tablets with appropriate software for pupils with ASD. Specific training in word processing skills through Touch Type Programme. Specially shaped pencils and pens for pupils with grip difficulty.	Termly review	INCO Class teachers	Increased access to the Curriculum Needs of all learners met. Range of specialist equipment and resources in place for pupils with physical needs. Advice from OT embedded in inclusive classroom practice.
	To finely review attainment of all SEND pupils.	INCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers INCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment of More Able pupils	More Able booster groups/activities including master classes held at secondary schools Monitor More Able list	Ongoing Annually	INCO Class teachers	More able children making proportionate progress. Achieving above average results

<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>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 • Inclusive resources for lessons including PE activities. • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Appropriate 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 	<p>Ongoing</p>	<p>Whole school approach</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / INCO meetings	INCO SMT/SEN Governor	Governors fully informed about SEND 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	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account 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 improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms that promote learning as well as celebrating children's work.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained, that follows the learning environment checklist

	<p>Ensuring all pupils with a disability are able to be involved.</p>	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	<p>With immediate effect, to be constantly reviewed</p>	<p>Teaching and non-teaching staff</p>	<p>Enabling needs to be met where possible.</p>
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SHORT TERM	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.	With immediate effect to be constantly reviewed	Head Teacher Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children if needed • offer a telephone call to explain letters home for some parents who need this • offer the opportunity for PSA to talk through forms/letters. • adopt a more proactive approach to identifying the 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

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links	School to continue to have strong links with schools in Bexley Authority and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Bexley and the world and their needs Improved community cohesion
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities using the School Fund finder Website. Use the Sports Premium funding to support sporting and playtime projects.	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children Road Safety for Y3	Ongoing	PSHE Leader SLT	No accidents
	To work towards awards and school marks that promote healthy lifestyles.	Increase the opportunities within school to develop healthy lifestyles. This includes "Change for Life" , "The Golden Mile " and also "Maths of the Day"	2016/2017	PSHE/Healthy School Leader PE Subject Leader Whole school	Achievement of award

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

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' evening/annual reviews	Ongoing	Class teacher SLT	Two way communication in place.
	To ensure all children with SEND have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for SEND children.	Ongoing	All staff to be aware	SEND children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school 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 is a valuable exercise. 	Autumn Term 2016	Site Manager SLT Admin Staff	Signage is clear around the school for the whole community.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM	To review children's records ensuring school's awareness of any disabilities	<p>Information collected about new children.</p> <ul style="list-style-type: none"> Records and class folders passed up to the next each class teacher. End of year class teacher meetings Annual reviews IEP meetings Medical alert forms updated annually for all children Personal health plans Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom The specific needs of all vulnerable pupils to be discussed with relevant members of staff at the first staff meeting of every term 	Annually	<p>Class teachers</p> <p>Outside agencies</p> <p>SLT</p> <p>Office staff</p>	Each teacher/staff member aware of disabilities of children in their classes
	LONG TERM	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected</p>	Record keeping system to be reviewed.	Continual review and improvement	Assessment Subject Leader and SLT

	Raise the awareness of adults working at and for the school on the importance of good communications systems.	Increase senior staff and support staff presence on the playground at the start and end of the day.	Autumn Term	SLT	Effective communication of information about disabilities throughout school.
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