



## GREEN LANES PRIMARY SCHOOL ACCESSIBILITY PLAN

*It is our vision and aim to create a learning experience in which every child will achieve and realise their full potential. At Green Lanes Primary School, we create caring, confident and committed learners for life.*

<b>Date reviewed</b>	<b>Signed by Green Lanes governing body</b>
<b>Date reviewed</b>	<b>Signed by Headteacher</b>
<b>Date Reviewed</b>	<b>Signed by other consulted stakeholder</b>
<b>Due for review</b>	<b>Summer 2018</b>

## GREEN LANES PRIMARY SCHOOL

*We believe that this Accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.*

### **Plan over a prescribed period**

1. The Green Lanes Primary School Accessibility plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan will also reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility statement is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LEA 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. We are 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 Green Lanes Primary School Accessibility statement shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility plan will contain 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 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 school 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 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 handouts, 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 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 Accessibility plan should be read in conjunction with the following school policies, strategies and documents:
  - Curriculum Policy
  - Equality Objectives (required from April 2012)
  - Health & Safety Policy (including off-site safety)
  - Special Educational Needs and Disabilities Policy
  - Behaviour Policy
  - School Development Plan
  - Vision Statement
8. The Accessibility plan for physical accessibility relates to the Access Audit of the School, which has been updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility statement 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.
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.
10. The Accessibility plan will be published on the school website.
11. The Accessibility Plan will be monitored through the Governor Resources Committee.
12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

## GREEN LANES PRIMARY ACCESSIBILITY PLAN 2016-2020

	Priority target	Leader	Outcomes / Success Criteria	Tasks and Actions to be taken	Financial resources
P1 2016-2021	Increase access to the <b>curriculum</b> 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	SLT SENDCO Pastoral team	Raised confidence of staff in strategies for differentiation and increased pupil support.	ASD training for all staff HERTS STEPs training for all staff SENDCO deliver inset on reasonable adjustment All SEND pupils to have a provision map Focus on difference and equality through British Values and focus weeks such as 'Diversity' week ICT used to develop and help SEND- visual timetables used in all classrooms Dyslexia friendly classrooms All trips to be accessible for all pupils	Release time and designated staff training days and INSET
<b>Red</b> Not achieved			<b>Amber</b> Nearly achieved		<b>Green</b> Achieved All staff HERTS STEPs trained with trainers on staff ASD training given to all staff AUT 16 Additional staff trained in diabetes to support pupil to stay overnight on residential trip
P2 2016-2019	Improve access to the <b>physical environment</b> of the school, adding specialist facilities as necessary	SLT SENDCO Pastoral team Site manager	Access for disabled staff/parent/carer and pupils throughout the school	School is on single floor level with just staffroom and music rooms upstairs. Disabled toilet facilities are available in the main entrance Health and safety checks also include clear escape routes from the building for all including wheel chairs. Signposting and markings are clear for all and disabled parking bays are reserved for staff/parent/carers that need to use these at drop off and pick up times	Repairs and maintenance as modifications are needed
<b>Red</b> Not achieved			<b>Amber</b> Nearly achieved Not all areas of the school are accessible by wheelchair however adaptations and changes can be introduced as the need arises.		<b>Green</b> Achieved

<p><b>P3</b> <b>2016-2017</b></p>	<p>Improve the delivery of <b>written information</b> to pupils, staff, parents and visitors with disabilities</p>	<p>SLT SENDCO Pastoral team</p>	<p>Review information for staff/parent/carer and pupils to meet ensuring that it is accessible for all.</p>	<p>Provide coloured backgrounds to help with dyslexic pupils, font for all communication to be standard and a clear style.  All classrooms and staff to have visual communication cards.  Picture visuals used where possible.  School works with a translator service for meetings with staff member who is profoundly deaf.</p>	<p>Supplies and services budget  Repairs and maintenance as modifications are needed.</p>
<p><b>Red</b> Not achieved</p>			<p><b>Amber</b> Nearly achieved</p>		<p><b>Green</b> Achieved  Pupils have their papers modified as needed  Clear communications systems established  Visual timetables used throughout</p>