

Glen Hills Primary School

Accessibility Plan

2023-2026



This policy is reviewed every three years and was agreed by the Governing Body of Glen Hills 11th September **2023 and will be reviewed again in Autumn 2026.**

The Accessibility Plan within this policy is reviewed annually.

Accessibility Policy to ensure Inclusion

Introduction

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. The 2010 Equality Act adds further to this duty.

At Glen Hills Primary School, we have a general duty to:

- Promote equality of opportunity between disabled people and those who are not disabled
- Eliminate discrimination
- Eliminate harassment related to disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to take account of disabled individual's disabilities even where that involves treating disabled people more favourably than non-disabled people.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The school sets out a plan, reviewed each year, to show how it will address the priorities identified in the plan

Accessibility

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways.

We must ensure that disabled pupils do not receive less favourable treatment and to do this, the school has a duty to make reasonable adjustments.

Aims

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff , parents/carers and visitors with disabilities.

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in our approach to obstacles and seeking expert advice if needed.

Accessibility Plan - Audit and Actions

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Employ member of specialist teaching service for specific pupils • Team Teach Training for a number of key staff • Autism/ADHD INSET • Attachment Disorder/Trauma-informed practice INSET • Diabetes INSET for key staff • Specialist Assessments- reading, writing, maths • Interventions for groups and individuals • Epipen training (as required) • Regular assessments by Speech and Language Therapist – work to their plans • Written reports from external agencies • SEMH training • ELSA training staff • Trauma training for key staff • SALT training for key staff • Intimate care plans and PEEPs when needed • First Aid trained staff 	Continue to train staff to meet needs of individuals
Pupils with emotional, medical, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • Ongoing work with our own ELSA support service and other external support agencies (e.g. Oakfield) • Incidents tagged appropriate with medical, behavioural etc. needs for all staff to view and read on CPOMs • Photos and medical information kept up to date – displayed in staff room, medical files and classrooms • Additional time for children to complete tasks • Appropriate staff training (see above) • SALT interventions • Staff appropriately trained for medical needs • Nurture classes and groups • EP assessments • School Nurse 	<p>Maximise number of staff to support pastorally and in teaching throughout school</p> <p>Continue training where needed</p> <p>Continue to give FAW time to update medical</p>

	<ul style="list-style-type: none"> • One to one support for individuals • Pastoral support provision across school • Trauma informed practice • Family Outreach Worker targeted support • Individual records • SEMH (Pastoral/Mental Health) Coordinator • Sensory Room • ELSA room for intervention • Office meet and greets • Alternative timetables • Purchase of resources to support pupils with emotional, social and behavioural difficulties • Use of R2R resources and Character Muscles 	information as needed
Classrooms, resources and other areas are optimally organised for those with disability and are stimulating and appropriate for all	<ul style="list-style-type: none"> □ Space is utilised to facilitate group and individual learning space • Partitions to reduce distractions/noise levels • Sensory and ELSA room • Doorways and corridors meet statutory requirements for disabled access • School garden used for MH and SEND support • Provide additional equipment as needed or on advice of specialist services • Sensory boxes and fiddle toys • Additional prompts and support tools • Visual timetables and visual supports where needed (including displays) 	Utilise outdoor area, ELSA support room and Sensory room and other relevant spaces in school
Work is differentiated (without creating a 'ceiling' for SEND children) and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Learning Walks • Book scrutiny • Reviews • SEND documentation • Governor monitoring • Pupil Voice • Data 	Continuous

Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations • Learning walks • Book scrutiny • Pupil Voice 	Continuous
Promote protective behaviours in terms of keeping safe within the school and social settings	<ul style="list-style-type: none"> • Fully embed safety curriculum • PSHE curriculum • ELSA intervention • E safety and PSHE policy • Child on child abuse (child friendly) policy • Evidence of Water Safety, fire, school nurse visits, NSPCC assemblies and workshops 	Continuous
All pupils are encouraged to take part in the curriculum, music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra –curricular clubs, visits and performances • Cultural Capital, Equality (British Values), SMSC, Character Muscles and Protected Characteristics are promoted across the school • 'Bikeability' • Liaison with preschools and nurseries • Liaison with Health and other agencies • Swimming provisions • Sports coach sessions for all pupils • Enrichment clubs (Enrichment Lead) • One to one adults support children in out of school clubs where possible • Wider Opportunities provision in some year groups • All children encouraged to attend residential and school trips • Happy Lunchtimes- Zone of Awesomeness • Assemblies • PHSE Curriculum/Leader • Provide guidance from EVCs to staff to ensure trips and visits are accessible to all • Use of 'Evolve' to evaluate trips • Use of personal risk assessments for visits as needed • Continue to participate in PE and disability sports 	<p>Continuous planning and work by all, including Enrichment Leader and Happy Lunchtimes coordinator</p> <p>Theme days</p> <p>Ongoing further development of outdoor areas and facilities</p>

	<ul style="list-style-type: none"> Continued development for the use of outdoor areas 	
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/Class team meetings Inclusion leader tracking of progress Cohort analysis sheets contain SEND data SEND children tracked Staff included in termly SEND meetings with parents/carers and SENDCo SEND provision reviewed by staff and SENDCo - termly in SEN Reviews SEND files shared with staff to ensure all staff are aware of SEND needs prior to child in class SEND needs shared with Midday teachers who meet with SENDCo about individual children's' needs 	<p>SENDCo work with class teachers</p> <p>Relevant publications highlighted</p>
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> Surveys Survey follow up Pupil Voice – SEND children and PP children included Student Council SEND meetings Pupil views for PEP meetings and EHCP meetings 	Continuous
The layout of areas around school allows access to all. Wheelchairs could get about if required	<ul style="list-style-type: none"> Ramps are fitted The school is a pathway school, so access is available throughout All rooms can be accessed by a wheelchair within the school building, including mobile classrooms Wrap Around Care accessible for all Encourage and support parents/carers who are less likely or able to come into school Ensure some small steps are not a barrier Communication with parents/carers about road safety and bicycle safety 	Ensure that no steps cause an obstruction (e.g. small step up to a small number of classrooms)

Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Wedges, coloured overlays, triangular grips, IT etc to support individuals • Partition walls • Sensory resources 	SENDCo to ensure that the equipment is available to all teachers
Disabled toilet facilities adequate	<ul style="list-style-type: none"> • Disabled access • Hoist, if necessary • Disabled toilet access in school mobile and main school building 	When not in regular use ensure good housekeeping/avoid storage
All information presented in user-friendly way Individuals can ask for alternatives	<ul style="list-style-type: none"> • Open door policy – regular contact with parents/carers • Office support completing forms • Feedback on parent survey • Curriculum mornings / newsletters / website/school Apps • Intervention support for EAL children • Homework club to support those without home support 	Trialling Reading APP to support parental access at home to reading record
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> • Through curriculum opportunities • Visitors to school • Assembly Themes • R2R • Protected Characteristics work 	Teachers to ensure a focus on this.
Ensure clear communication with families and Health providers for pupils with long term health conditions e.g. diabetes, asthma	<ul style="list-style-type: none"> • Liaise with health care providers over individual health care plans • Liaise with parents through surveys and meetings to ensure health needs are understood 	Continuous
Promote staff and pupil well-being across the school	<ul style="list-style-type: none"> • Workload discussed in PM meetings and reviews • Supervision sessions for ELSA • Support staff for one to one adults as needed • Time in staff meetings for tasks • No staff meetings during Parents' Evening week • Staff well-being noticeboard • SLT wellbeing services leaflet • Mental Health ambassadors 	Continuous Consider up to date workload/wellbeing survey to staff

	<ul style="list-style-type: none">• Mental Health Leader• Staff raffle	
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