



## Accessibility Plan

2024-2027

### Introduction

The purpose of this plan is to show how Gilmorton Chandler CE Primary School intends to maximise the accessibility of our school for disabled pupils and staff. Gilmorton Chandler 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.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Local Governing Body is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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”.

### Definition of Disability

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.

### Current range of disabilities or medical needs at Gilmorton Chandler Primary School

The school has children with a range of disabilities and additional needs which include Autism Spectrum Disorder, Prune Belly Syndrome, Issues relating from a kidney transplant, severe hearing impairment, ADHD, learning difficulties (SEN Support), severe food allergies. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted in the Home School Diary if used more than usual. Written permission is sought from all parents whose children have asthma or other medical intervention. Some children have allergies or food intolerances/cultural food choices and this information is shared with the caterers who provided an individualised menu.

We have a few children who have anaphylaxis and their emergency adrenaline autoinjectors are stored in a locked cabinet with their allergy action plan, which will be followed .

Written permission is sought from all parents whose children have asthma or other medical intervention. Some children have allergies or food intolerances/cultural food choices and this information is shared with the caterers who provided an individualised menu.

All medical information is collated in Arbor and available to staff by access.

We have a Lead First Aider, four trained Paediatric First Aiders and many trained Emergency First Aiders.

All medication is kept in the school office or refrigerated in a safe and secure location (staff only) which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All prescription medication that is given is recorded and given within the instructions of the parent, i.e. dosage and duration.

The school has staff with disabilities including an autoimmune condition including rheumatoid arthritis. We provided a designated disabled car parking space and when the temperature is significantly cold or they are experiencing a flare up, they do not participate in outdoor activities. Whilst going out on off site educational visits, they use their mobility aids for stability and separate risk assessments are completed. There is a disabled toilet on the ground floor.

## **Our Aims**

In accordance with our vision statement, which seeks all, 'To strive for excellence in everything we do, working under God's guidance and endeavouring **all** to flourish, bear fruit and live well together,' we are committed to using our best endeavours to provide an appropriate and high quality education for all children at Gilmorton Chandler which enables them to:

- Achieve their best, realising that there are no limits to their potential
- Become confident individuals living fulfilling lives in a diverse society
- Make successful transition to their next phase of education.

## **Key objectives of the Accessibility Plan:**

- To increase the extent to which pupils with disabilities can participate in the school curriculum.
- To improve the physical environment of the school in order to increase the extent to which pupils with disabilities are able to take advantage of education and associated services provided by the school and which allow visitors, parents and carers better access.
- To improve access to information which is of a written nature to both pupils and adults who have a disability.
- To make adaptations to support staff to be able to carry out their day-to day activities.

Our school aims to promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. This involves providing access and opportunities for all without discrimination of any kind. We are a safe school, committed to improving children's confidence and self esteem. We know that safe and happy children achieve.

Children with additional medical needs i.e. diabetes, asthma, severe allergies, those with regular medication and special diets are catered for and staff receive relevant training to support them with their daily needs.

Any reasonable adjustments will be made to ensure that we comply with legislation and within our funding agreement. Where an adjustment is not financially within our capability we would seek outside funding from the Local Authority.

## **Procedures**

This section outlines the main activities and considerations which Gilmorton Chandler undertakes or is planning to undertake, to achieve the key objectives.

### a. Increasing the extent to which disabled students can participate in the school curriculum

We see this as covering not only teaching and learning but also the wider curriculum such as school clubs, leisure, sport and cultural activities and school visits.

- Year on year planning and reviewing for a more inclusive curriculum
- Tailored resources
- Using resources which include examples of pupils with disabilities
- Changes to teaching and learning arrangements i.e. scaffolding, adaptive teaching and appropriate targets
- Classroom organisation
- Deployment of auxiliary aids
- Support from external agencies and learning support teams i.e. Hearing Support, Autism Outreach, SALT, etc
- Information and training for staff and the Local Governing Body (LGB) to continue to raise awareness on equality issues and policies
- Informations sharing with relevant staff to support the child's needs
- All SEN children have an individualised plan (Pupil Passport) and parents are involved in the target setting
- Support staff 1:1 or small group work

### b. Improving the physical environment of the school

We see this as attempting to 'increase the extent to which disabled students are able to take advantage of education and associated services'.

- Provide an area suitable for emptying internal and external bladder pegs.
- Visual improvement i.e. large print resources, braille
- Signs and pictorial/symbolic representations
- Improvements in the acoustic environment

- Adapted furniture
- Small support equipment such as wobble cushions, pencil grips, overlays, coloured paper
- Disabled toilets
- Disabled parking spaces
- Steps
- External hard surfaces
- Fire alarm procedures
- Lighting
- Shelving at wheelchair accessible heights
- Room access

The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. The school conducts regular H&S Walks and considers keeping the school site accessible and safe for all.

#### c. Other Facilities and Provision of Information

The school will make itself aware and consider providing information in alternative formats when required or requested.

- Modified assessment materials
- Modified resource and support material for general day to day activities and learning including IT facilities
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print, etc)
- Open door policy
- Health care plans
- Staff trained in necessary health care i.e. trained
- SEN coffee mornings or drops ins
- Letters available in large print
- When arranging trips and other special events, consider how we can accommodate disabled persons or those with medical needs, food allergies etc. We should not be excluding anyone.
- Sharing of information (with parental consent if personal details), as required to keep our children safe, or to ensure they can participate in activities with adaptations, between school and other regularly used providers i.e. Smiles, sports clubs, PTA. An example of this would be food being served at a special event and a child attending with a severe allergy so that alternatives can be purchased.

Children should not be regarded as having a disability if they speak another language as their first language at home but they should be supported as required so that they can access learning.

Area	Objective	Action	Monitoring	Outcome
Equality and Inclusion	Equality Duty and Accessibility Plan to be discussed in the spring term annually	Ensure Equality Duty and Accessibility Plan targets remain relevant and are updated accordingly.	Local Governing Body LGB	Information is updated and published on school website
	Ensure all children have equal access to all activities and the whole curriculum	Monitor activities in line with school inclusion policy. Provide necessary support for individual pupils as appropriate.	Headteacher LGB	All pupils have appropriate support to access the curriculum.
Physical Environment	Provide official disabled parking spaces	Investigate allocating official disabled parking spaces at front of schools - signage	LGB	Disabled parking available and signposted
	Ensure access for children with specific needs	Assess children and liaise with professionals to ensure all needs are met.	Headteacher H&S Governor LGB	Needs identified and appropriate resources and support put in place
	Ensure any future building projects have disabled access and toilet facilities	Project manager appointed will ensure compliance with building regulations regarding accessibility.	LGB	All future building projects are fully accessible
	Ensure future redecoration projects use contrasting colours	Take advice from professionals to ensure needs of visually impaired would be met	LGB	School environment supports visually impaired
Signs/ Written Information	All information will be available in a variety of formats	Provide documents in larger formats (or other media) on request.	HT	All documents are accessible to all
Curriculum	Ensure curriculum is available to all through differentiation and support	All staff take account of individual specific needs when planning the curriculum	HT	All children access the full curriculum
	Ensure visits and trips are appropriately adjusted to be accessible by all	Speak to host centres/organisations to discuss requirements and co-ordinate plans	HT	All children are able to fully access trips and visits, including the residential visit
	Ensure extra curricular activities are available for all.	Liaise with outside providers re clubs and activities	HT	All children are able to access a range of clubs and after school activities

		Provide a range of activities to suit differing needs		
Medical	School nurse support	Regular support by the school nurse to support with medical/ mental health issues so that children can have full access to education	HT/School nurse and LGB	Children are supported effectively by the school and school nurse
	NHS support for training linked to Prune Belly Syndrome, asthma, epilepsy and anaphylaxis	Yearly reviews of training for school staff so that all are capable of supporting children and their needs.	HT/LGB	All children's medical needs are catered for.

### Related Policies

This plan is linked to the following related school/trust policies and documents:

- Health & Safety Policy
- SEND Policy
- Special Educational Needs Information Report
- Risk Assessments & PEEPS (Personal Emergency Evacuation Plans)
- Medical Conditions Policy
- Intimate Care Policy