



GOLDFINCH PRIMARY
Building Excellence

ACCESSIBILITY PLAN POLICY

This document was approved and adopted by the governing body.

Date: 28 /01 / 2020

Review date: January 2021

Name of the Chair of Governors: Steve Hayes

A handwritten signature in blue ink, appearing to read 'S Hayes', is positioned above the text 'Signature of the Chair of Governors:'. The signature is written in a cursive, flowing style.

Signature of the Chair of Governors:

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.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>.

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.

Purpose of the plan

The purpose of this plan is to show how Goldfinch Primary intends, over time, to increase the accessibility of our schools for disabled pupils, parents and carers, staff and visitors to the school.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school club, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe)

Contextual information

Goldfinch Primary has wheelchair access via the main and rear entrance to the ground floor but has no lift to the first and second floor. The outdoor areas are accessible to wheelchair users. Access to KS1 Playground from the rear of the building is via a ramp and stairs. At present we have no wheelchair dependent pupils, parents or members of staff.

The current range of disabilities within Goldfinch Primary

The school has children with a range of disabilities, which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school will contact the Local Authority professionals for assessments, support and guidance for the school and parents.

Increasing access for disabled pupils to the school curriculum				
Target	Strategies	Responsibilities	Success Criteria	Time Frame
To ensure that the Accessibility Plan becomes an annual agenda item at Governing Body meetings	Governors to add to list for meetings	Governors	Adherence to legislation	Annually
To improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate. Audit parents' / carers personal disability issues.	SENCOs Assistant Headteachers	Whole- school community aware of issues	Ongoing
To ensure that all policies consider the implications of disability access	Consider during review of policies	Governing Body	Policies reflect current legislation	Ongoing
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	Curriculum Leader	All pupils in school able to access all educational visits and take part in a range of activities	As required
Physical Environment				
Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.				
Target	Strategies	Responsibilities	Success Criteria	Time Frame
Improve external and internal environment access for visually impaired people	Paint yellow strip mark to step edges Regularly replace broken blinds in classrooms and other spaces	Premises Team	School playgrounds and building safe and accessible for all	Ongoing /As required

To maintain and develop accessibility of building	PEEPs for individual pupils maintained and up to date All plan for new works include accessibility	Governing Body Headteachers	All staff working with children who have PEEPs are aware of these.	Ongoing
Ensure access to reception area for all	Make repairs to allow entry for wheel chair users – repair to automatic doors	By 2019, when funds allow	Head teacher	Disabled parents/carers/visitors feel welcome
Equality and Inclusion				
Target	Strategies	Responsibilities	Success Criteria	Time Frame
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCO to provide training for staff as needed	SENDCO Assistant Headteachers	Staff continually developing their skills to help children access the curriculum based on need	Ongoing
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc. will be applied for as needed	Class Teachers SENDCOs	Barriers to learning will be reduced or removed enabling children to achieve their full potential	Annually
Written/Other Information				
Target	Strategies	Responsibilities	Success Criteria	Time Frame
Website accessible for all	Parents who are identified as having disabilities to feed into website development	Head Teacher ICT Lead	Website accessible to all	Ongoing
To ensure that all parents and other	Written information will be provided in alternative formats if necessary	Office Manager	Written information will be provided in	As required

members of the school community can access information			alternative formats as required	
To ensure that all parents who are unable to attend school, because of a disability, to access parents' evenings	Staff to hold parents' evenings by phone or send home written information	Class Teachers	Parents are informed of children's progress	As required