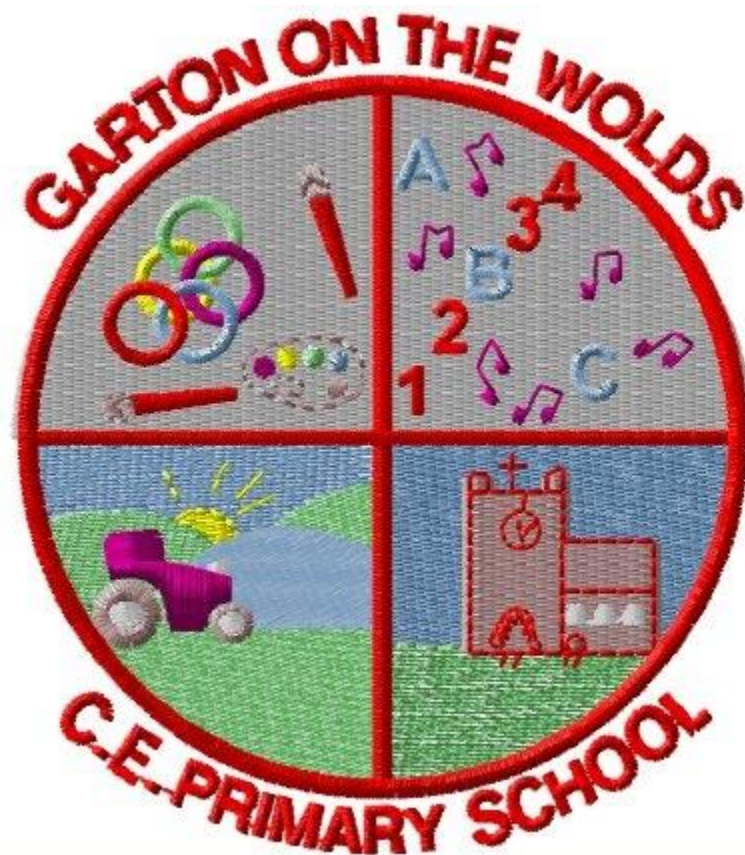


Garton on the Wolds CE Primary School



Accessibility Plan 2023

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

‘Our school works in partnership with the church and the wider community to give a caring and nurturing environment. Together we enable and equip everyone to have life to the full as Jesus promised. This vision is underpinned by the values of hope, friendship, respect, forgiveness, perseverance, tolerance and thankfulness.’

Our school vision and values above show that we will treat every person as an equal and welcome them into our school community by ensuring that, if necessary and where possible, adaptations are put in place to assist with individual needs.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents, pupils and Governors.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Target	Action	Outcome	Time frame	Responsibility	Achievement
Training for teachers and TAs where appropriate on differentiating the curriculum.	Undertake an audit of staff requirements	All teachers are able to more fully meet the requirements of the additional needs with regards to accessing the curriculum	On going	Needs of individuals identified by SENCo or Headteacher	Increased access to the National Curriculum
Training for teachers on differentiating the curriculum where appropriate	Review the specific needs for pupils living with a disability, in terms of basic daily life skills, relationships and future aspirations	Teachers are aware of the relevant issues and can ensure that this group of pupils has equality of access to life-preparation learning. Use of other professional partnerships may be needed	On going	Headteacher/ Governing Body	
All out of school activities are planned to ensure the participation of all pupils	Review of all out of school provision to ensure compliance with legislation	All out of school provision to activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On going	All staff	Increase in access to all school activities for pupils with disabilities.
Classrooms are organised to promote the participation and independence of all pupils	Review and implement preferred layout of furniture and equipment to support the learning process in individual classes	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On going	Class teachers	Increase in access and independence

Review documentation with a view to ensuring accessibility for any pupils with visual impairment	Get advice from appropriate services and support teachers (HVSS) Ensure IT software etc is available if appropriate	All school information available to all Put in appropriate methods to share information and communicate	On going	All Staff	Delivery of school information to pupils and parents with visual difficulties improved
Review documentation with a view to ensuring accessibility for any pupils with hearing impairment	Get advice from appropriate services and support teachers Ensure IT software etc is available if appropriate	All school information available to all Put in appropriate methods to share information and communicate	On going	All Staff	Delivery of school information to pupils and parents with hearing difficulties improved
Raise awareness of all school staff understanding the need for good communication systems	Arrange training courses if necessary	Awareness of target groups raised	On going	All school staff	School is more effective in meeting the needs of pupils and parents
Ensure buddy system is in place to assist children with disabilities during school evacuation	Ensure Personal Evacuation plans in place where necessary	All staff made aware of any Personal Evacuation plans to ensure safety of all children	On going	All school staff	Safety of all children

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One storey building. Whole of school building on one level.	N/A	Headteacher Governing Body	N/A
Corridor access	All corridors are accessible. Doors are wide enough to allow wheel chair / walking frame access	N/A	Headteacher Governing Body	N/A
Parking bays	Plenty of parking outside available directly outside of the school.	N/A	Headteacher Governing Body	N/A
Entrances	All entrances are flat or are accessible by ramps. External lighting/security lighting	N/A	Headteacher Governing Body	N/A
Ramps	Both mobiles are accessible via ramps.	N/A	Headteacher Governing Body	N/A

Steps	Steps at the back of school which provide access down to the school field.	Alternative exits available.	Headteacher Governing Body	
-------	--	------------------------------	-------------------------------	--

Toilets	Disabled toilet are available in all key areas of school.	N/A	Headteacher Governing Body	N/A
Reception area	Wide access door and part of the reception desk is lower to allow people in wheel chairs to be visible.	N/A	Headteacher Governing Body	
Internal signage	Fire exits are lit so can be seen in the dark.	N/A	Headteacher Governing Body	
Emergency escape routes	As above			
Vegetation	Pumpkin patch has grown significant and is encroaching onto the path near the KS1 mobile.	Pumpkin planting near KS1 mobile will need to be cut back as this has grown and are beginning to encroach on paths which could be a trip hazard.	Headteacher Governing Body	

Approved by: Headteacher/Health and Safety
Governor

Date: September 2023

Last reviewed on: September 2023

Next review due by: September 2025