



# Accessibility Policy and Action Plan

Approved by:

Date:

Last reviewed on:

Next review due by:

**GEORGIAN GARDENS C. P. SCHOOL**  
**Accessibility Plan**

**1. Schools' Planning Duty**

1.1. 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.

1.2 According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3 This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4 It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed, and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.5 The plan is to be reviewed and updated at least every three years.

**2. Schools Aims**

2.1 At Georgian Gardens C. P. School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school vision, which states that Georgian Gardens C. P. School aims to be:

"A place where children will be **inspired** and **believe** in themselves and their abilities. They will learn within a nurturing environment of **success** and **achievement**. Our pupils will leave school equipped to contribute locally, nationally and internationally as **global citizens**"

This is our aim for all pupils regardless of special educational need or disability.

2.2 In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of people with a disability and how to provide assistance in enabling them to excel.

2.3 In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4 As stated above, Georgian Gardens C. P. School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Special Educational Needs & Disability Policy
- Single Equality policy
- Georgian Gardens C. P. School's Special Educational Needs & Disabilities (SEND) Local Offer
- Georgian Gardens C. P. School's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, recruitment protocols, return to work arrangements

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5 It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **3. Current Good Practice which supports this duty**

3.1 In 2020 the school was awarded an Autism Gold award in recognition of its inclusive practice.

The school has a 'hub' which supports the needs of pupils within the school. Including the roles of SENDCO, Family Support Manager, Learning Mentor and Speech and Language Assistant.

### **3.2 Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

3.2.1 Georgian Gardens C. P. School has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2 The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the West Sussex SEND team, outreach services, health professionals and Educational Psychology Service, the SENCO manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3 The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4 The school works closely with specialist services including:

- Advisory Teachers
- Portage Workers
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- West Sussex SEN Team Advisory Teacher for SEN
- CAMHS
- GPs and Paediatricians
- Diabetes Nurse

- Epilepsy Nurse
- School Nurse Team
- Children and Family centres
- Learning, Behaviour Inclusion team
- Autism and Social Communication Team
- Counselling
- Play Therapist
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching and learning assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Specialised feeding e.g. gastric feeding
- Physiotherapy
- Diabetes monitoring

3.2.6 Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- AHT Inclusion/SENCO and Family Support Manager to access Early Help and other agencies, e.g. Young Carers
- AHT Inclusion/SENCO
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- Teacher with BSL Level
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Beat Dyslexia, Write From the Start, Jump Ahead (fine and gross motor skills)
- Fully accessible disabled toilets with showering facilities
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Parent Forum for parents of children with SEND
- Advice and support from School Nurse Team
- Health Visitor Drop in
- Family Centre Drop in with Family Support Worker
- Counselling
- Play Therapy
- Medical Room and Paediatric First Aiders
- Access to Visual and Auditory Screening through School Nurses
- Outdoor learning
- Use of diagnostic assessments, e.g. British Vocabulary Picture Scale (expressive language), Dyslexia Portfolio, York Assessment of Reading Comprehension (Reading), SPAR Spelling (Spelling), Sandwell (maths), Phonological Assessment Battery (PhAB) are just a few
- Transition arrangements, planning and support

- 3.2.7 The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.
- 3.2.8 School trips are planned to ensure that they are inclusive of all staff and pupils within that year group and the school would make adaptations if required to ensure that all are able to participate in an event.

### **3.3 Current Actions: improving access to the physical environment of the school**

3.3.1 This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2 The school has a designated disabled parking bay which can be used by blue badge holders. In addition the school issues 'orange' car park tokens to families who need to access the car park for drop off and pick up, due to specific needs of parent or pupil.

3.3.3 The school is equipped with a specific disabled toilet, which also has the facilities for assisted changing and wet room access

3.3.4 There are very few parts of the school to which disabled pupils have limited or no access. The area of the school where there is no access is the huts. If required the school can change placements of year groups.

3.3.5 In addition the environment is continually enhanced to support pupils with a specific disability through the school's building maintenance and redecoration programme (E.g. highlighting doorframes and hand dryers for pupils with a visual disability).

## **4. Review and Implementation**

4.1 The Accessibility Plan is reviewed annually by the school's Governing Body.

4.2 The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2021- 2024 is attached alongside the school's current plan in Appendix 1.

4.5. This plan is available on the school website

**Appendix 1**  
**Accessibility Plan 2021 - 2024**

**Part 1 of the Disability Equality Duty Accessibility Plan: to increase access to the curriculum for pupils with a disability**

Priority	Details	By whom	By when	Resources	Success criteria
1. Increase awareness raising activities.	<ul style="list-style-type: none"> <li>Actively seek opportunities to further raise awareness of disability in school – including the concept of visible and invisible disability</li> </ul>	Headteacher / AHT/ SENDOco	Ongoing	Displays, visitors to assemblies, New E4S curriculum	<ul style="list-style-type: none"> <li>Children are aware of a range of disabilities and continue to show their empathetic approach to inclusivity</li> </ul>
2. Increase resources available for pupils with a visual or auditory impairment.	<ul style="list-style-type: none"> <li>Work alongside specialist services who support our children in school to review resources and ensure that funds are directed to ensure that more appropriate resources are available for day to day learning e.g., bigger resources to support visual impairment</li> </ul>	Class teachers with specialist support	Ongoing	Funding from SEND budgets to support	<ul style="list-style-type: none"> <li>Pupils with visual or auditory disability will be able to access the curriculum that is being taught in the classroom more easily rather than relying on the same resource as other pupils.</li> </ul>
3. Continue to develop staff knowledge and skills of supporting individuals with a disability	<ul style="list-style-type: none"> <li>Opportunities for specialist support to work in the classroom alongside pupils and teachers to impart knowledge to staff that is bespoke to individual pupils</li> </ul>	Class teachers	Ongoing	Funding through WSCC	<ul style="list-style-type: none"> <li>Teacher and TAs working directly with pupils are equipped with the specific skills to support the pupils both physically and emotionally.</li> <li>Staff have good knowledge of how best to support the needs of pupils to access the curriculum</li> </ul>
4. To review the use of ICT to support pupils & staff with disabilities	<ul style="list-style-type: none"> <li>To explore how ICT can support those children who find writing a challenge e.g. Clicker 5, voice recognition, larger sized keyboards, keyboard skills, etc.</li> </ul>	Ben Alcorn – IT lead	December 2021	Use some ICT leadership time to look into possible updated resources.	<ul style="list-style-type: none"> <li>School is using most recent and relevant IT resources to support particular pupils</li> <li>Pupils are able to utilise IT to help them access other areas of the curriculum more easily</li> </ul>
5. To continue to gather the views of adults and children about their views to learning and the inclusiveness of the school.	<ul style="list-style-type: none"> <li>Meet with different groups to ascertain their views i.e., parent forum</li> <li>To include in questionnaires e.g.</li> <li>Carry out a SWAT analysis</li> </ul>	SENCO, SALT TA and Learning Mentor	Annual review with group ( Plan for January 2022)	Half a day for SALT TA and Learning Mentor	A continued awareness of how inclusive the school is from the 'users' perspective

## Part 2 of the Accessibility Plan: To make improvements to the physical environment of the school to increase access to education and associated services

Target	Details	By whom	By when	Resources	Success criteria
1. In renovation the quad area (SDP) this year ensure that access the area would be fully accessible for all – clear pathways etc.	* Quad area is being renovated this year. Pathways need to be wide enough and clear enough to ensure access for all.	SBM	End of 2021	TA time to work on improving quad area – TA allocated to two afternoons per week outdoor learning with a pupil	<ul style="list-style-type: none"> <li>All pathways in the quad are clear and accessible for all.</li> </ul>
2. Wide paper trolley have been removed from corridors and should not be replaced as improved corridor access	* Find alternative storage for the paper in school to allow the improvement to be maintained	Head/ SBM	Summer term 2021	Currently unknown – budget to fund alternative.	<ul style="list-style-type: none"> <li>Suitable alternative storage means that corridors remain more accessible and less cluttered.</li> </ul>
3. School hopes to replace external doors in the near future – ensure that this are fully compliant with access and no step is added.	* Review in Schools Annual review with county	Head/ SBM	Dependent on securing funding through county		<ul style="list-style-type: none"> <li></li> </ul>
4. Modifications to support pupils or staff with visual impairments are made to rooms as the need arises.	<ul style="list-style-type: none"> <li>Highlighting door frames in dark colours</li> <li>Highlight white on white items with bright yellow (or demarcating with dark tape edges) – e.g. hand dryers on wall.</li> </ul>	SENDCO/ SBM	Ongoing	Cost of materials	<ul style="list-style-type: none"> <li>As pupils move through the school rooms and facilities are adapted to meet particular needs</li> </ul>
5. Continue to review the needs of any staff or pupils in terms of access to specialist hearing equipment.	<ul style="list-style-type: none"> <li>If the need arises, hearing loop systems would be fitted into classrooms as required.</li> </ul>	SENDCO/ Head	If required – this is kept under review		<ul style="list-style-type: none"> <li></li> </ul>
6. Further improve access for disabled parking.	<ul style="list-style-type: none"> <li>Remark the existing disabled car parking space</li> <li>Ensure that access to this space is always available – if it is not a temporary space should be created.</li> </ul>	SBM	End of 2022	Cost TBC	<ul style="list-style-type: none"> <li>Improved number of spaces dedicated for blue badge holders in car park.</li> </ul>

	<ul style="list-style-type: none"> <li>On evaluation of the amount of parents with a blue badge, it would be pertinent to add an additional disabled parking space to the car park.</li> </ul>				
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**Making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.**

Target	Details	By whom	By when	Costs involved	Success criteria
1. In consultation with our parents we have learnt that it is difficult for parents with hearing impairments when videos are posted on our social media	<ul style="list-style-type: none"> <li>Initially ensure that the content of all videos is explained to help these parents access the information.</li> <li>Going forwards explore if there is any way that subtitles can be added where required to share key information</li> </ul>	Headteacher/ ICT lead	End of 2021	??	<ul style="list-style-type: none"> <li>Access to information on school videos is improved for parents with hearing impairment</li> </ul>
2. Continue to print all materials for pupils with visual impairment in larger sizes.	*Ensure all new staff who work with specific pupils are aware of their requirements in terms of access to resources	SENDCo	Ongoing		<ul style="list-style-type: none"> <li>Pupils with visual impairment always have access to resources that support them to fully access the learning.</li> </ul>
3. Continue to develop our practices as a communication friendly school	Continue to increase the use of words and pictures in signage around the school	SENDCo	Ongoing		<ul style="list-style-type: none"> <li>More pupils will be able to access the understanding of words through the use of pictures.</li> </ul>



**Appendix 2**  
**Reasonable adjustments in the classroom: a check list**

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make.

<p><b>1. Pre-planning information.</b></p> <ul style="list-style-type: none"> <li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li> <li>• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?</li> <li>• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO.</li> </ul>	
<p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"> <li>• one to one peer support</li> <li>• collaborative teaming</li> <li>• group work</li> <li>• valuing difference of race, gender, ethnicity, disability or religion</li> <li>• How do you ensure that mutual respect is encouraged within your classroom?</li> <li>• Are you clear about how to deal with bullying and harassment in the class?</li> </ul>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"> <li>- timing,</li> <li>- variation of activities,</li> <li>- types of activities [concrete/abstract],</li> <li>- reinforcement of key ideas</li> <li>- extension work</li> <li>- recall of previous work,</li> <li>- links to future work,</li> <li>- clear instructions.</li> <li>• Will the content of the lesson engage all pupils from the beginning?</li> <li>• Will there be sufficient variation in activities and pace to engage all?</li> <li>• Are you able to access specially adapted equipment for some students to enable them to participate fully?</li> <li>• If not, can an alternative way be found?</li> <li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li> </ul>	
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li> <li>• Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?</li> <li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li> </ul>	
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li> <li>• Appropriate use of augmented communication and ICT</li> </ul>	

