



Accessibility Policy and Action Plan

Approved by:-	Governing Body
Date:	12th October 2025
Next review due:	12th October 2028

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

Georgian Gardens Primary School is committed to treating all pupils fairly and with respect by proactively removing barriers to learning and participation, ensuring that all pupils, regardless of ability or disability, have equitable access to education and opportunities.

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 is:

“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 and Special Educational Needs Information report
- 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 then 2024, the school was awarded an Autism 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 SENCO, Family Support Manager, Learning Mentor and Speech and Language Assistants.

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
- Occupational Therapists
- Physiotherapists
- Moving and Handling Team
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- GPs and Paediatricians
- Diabetes Nurse
- Epilepsy Nurse
- School Nurse Team
- Children and Family centres
- Learning, Behaviour Inclusion team

- Autism and Social Communication Team
- Under 5's team
- Designated Schools 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, epilepsy
- Specific learning difficulties
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Physiotherapy
- Diabetes monitoring

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

Ordinarily Available Inclusive Practice for all pupils is outlined within <https://www.westsussex.gov.uk/tools-for-schools/oaip/>. All staff within Georgian Gardens use this to ensure that reasonable adjustments are implemented to support our pupils with special educational needs and/or disabilities. Within our Curriculum document sits subject specific inclusive practice for staff.

- 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 and assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- Makaton Level 1 and 2 trained staff
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Yes We Can Read, Precision teaching, Mastery Folders
- Fine and gross motor skills
- 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
- Family Centre Drop in with Family Support Worker
- Counselling
- Play Therapy
- Drawing and Talking Therapy
- Thrive Approach
- 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), York Assessment of Reading Comprehension (Reading), SPAR Spelling (Spelling), Diagnostic in Number Sense (maths), Phonological Assessment Battery (PhAB) are just a few
- Transition arrangements, planning and support

3.2.7 The school actively celebrates diversity through a curriculum that promotes tolerance, awareness, and acceptance of all pupils, including those with disabilities, ensuring that inclusivity is embedded within learning experiences and school culture. 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 2025- 2028 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 2025 - 2028

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"> Actively seek opportunities to further raise awareness of disability in school – including the concept of visible and invisible disability 	Headteacher / AHT/ SENDOco	Ongoing	Displays, visitors to assemblies, E4S curriculum	<ul style="list-style-type: none"> Children are aware of a range of disabilities and continue to show their empathetic approach to inclusivity
2. Increase resources available for pupils with a visual or auditory impairment.	<ul style="list-style-type: none"> 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 	Class teachers with specialist support	Ongoing	Funding from SEND budgets to support	<ul style="list-style-type: none"> 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.
3. Continue to develop staff knowledge and skills of supporting individuals with a disability	<ul style="list-style-type: none"> Opportunities for specialist support to work in the classroom alongside pupils and teachers to impart knowledge to staff that is bespoke to individual pupils 	Class teachers	Ongoing	Funding through WSCC	<ul style="list-style-type: none"> Teacher and TAs working directly with pupils are equipped with the specific skills to support the pupils both physically and emotionally. Staff have good knowledge of how best to support the needs of pupils to access the curriculum
4. To review the use of ICT to support pupils & staff with disabilities	<ul style="list-style-type: none"> To explore how ICT can support those children who find writing a challenge e.g. Clicker 5, voice recognition, larger sized keyboards, keyboard skills, Real VNC board mirroring software, etc. 	Ben Alcorn – IT lead	December 2025	Use some ICT leadership time to look into possible updated resources.	<ul style="list-style-type: none"> School is using most recent and relevant IT resources to support particular pupils Pupils are able to utilise IT to help them access other areas of the curriculum more easily
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"> Meet with different groups to ascertain their views i.e., parent forum To include in questionnaires Carry out a SWAT analysis 	SENCO, SALT TA and Learning Mentor	Annual review with group	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 Nebula STEAM area (SDP) this year ensure that access the area would be fully accessible for all.	* The Nebula area is being renovated this year. Pathways need to be wide enough and clear enough to ensure access for all.	SBM	End of 2026	Currently unknown – budget to fund	<ul style="list-style-type: none"> All areas in The Nebula are accessible for all.
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"> Suitable alternative storage means that corridors remain more accessible and less cluttered.
3. School hopes to secure hoisting facilities to support pupils with physical disabilities	* Review in Schools Annual review with county Through The WSCC Moving and Handling Team	SENCO/Head/ SBM	Dependent on securing funding through county	Currently unknown	<ul style="list-style-type: none"> Changing facilities will meet the needs of pupils with physical disabilities.
4. Off the floor physio space for pupils with physical disabilities and adequate equipment to support them moving from wheel chair to physio table.	Review in Schools Annual review with county Through The WSCC Moving and Handling Team Through funding from SENAT where an EHCP is in place.	SENCO/Head/ SBM	Dependent on securing funding through county	Currently unknown	<ul style="list-style-type: none"> Physio facilities meet the needs of pupils with physical disabilities.
5. Modifications to support pupils or staff with visual impairments are made to rooms as the need arises.	<ul style="list-style-type: none"> Highlighting door frames in dark colours Highlight white on white items with bright yellow (or demarcating with dark tape edges) – e.g. hand dryers on wall. 	SENCO/ SBM	Ongoing	Cost of materials	<ul style="list-style-type: none"> As pupils move through the school rooms and facilities are adapted to meet particular needs
6. Continue to review the needs of any staff or pupils in terms of access to specialist hearing equipment.	<ul style="list-style-type: none"> If the need arises, hearing loop systems would be fitted into classrooms as required. 	SENDCO/ Head	If required – this is kept under review		<ul style="list-style-type: none"> Classrooms continue to meet the needs of children with hearing difficulties.

6. Further improve access for disabled parking.	<ul style="list-style-type: none"> • Ensure that access to this space is always available – if it is not a temporary space should be created. • 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. 	SBM	End of 2025 Additional space now added Permit system in place	Cost TBC	<ul style="list-style-type: none"> • Improved number of spaces dedicated for blue badge holders in car park. • Reduction in parents who do not have blue badge or a temporary pass using the car park.
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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 to access school productions.	<ul style="list-style-type: none"> * Ensure that the content of all videos is explained to help these parents access the information. * Going forwards explore if there is any way that subtitles can be added or technology can be utilised to ensure access for hearing impaired parents. 	Headteacher/ ICT lead	End of 2026	??	<ul style="list-style-type: none"> • Access to school productions and events is improved for parents with hearing impairment <p>Parents now access a script during the performance</p>
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	Class teachers	Ongoing		<ul style="list-style-type: none"> • Pupils with visual impairment always have access to resources that support them to fully access the learning.
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"> • More pupils will be able to access the understanding of words through the use of pictures.

