

Gilmorton Chandler C of E Primary School

Accessibility Plan P4

'Providing a quality learning network firmly based within a Christian environment. Achieving and celebrating excellence in all areas and in partnership with the community.' 'Living and learning together in God's love'

Signed by the Governing body:

Agreed by the Governing Body: September 2017

Review date: Autumn 2020 or earlier if required.

Here at Gilmorton Chandler C of E Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of Equality and Inclusion.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various formats within a reasonable time frame.

Area	Targets	Strategy	Responsibility	Time Scale
<i>Equality and inclusion</i>	Equality Duty to be discussed and approved in the spring term annually	Ensure Equality Duty targets remain relevant and are updated accordingly.	LGB	Annually at spring term meeting
	Ensure all children have equal access to all activities and the whole curriculum	Monitor activities for inclusion and provide necessary support for individual pupils as appropriate.	Headteacher All Staff LGB	Ongoing as needs identified
<i>Physical environment</i>	Provide additional signage, internal and external as required	Investigate different options and colour schemes.	LGB	Ongoing as required
	Ensure colour contrasts when re-decorating (especially corridor radiators, stairs, re-carpeting)	Give consideration at the next phase of re-decoration.	LGB	Ongoing
	Seek to provide access to parts of the school for disabled stakeholders according to identified needs	When needs identified, appropriate strategies to be investigated and applied. Ensure liaison with specified charities / grant funding organisations.	LGB	Ongoing as needs identified

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	Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	LGB	For any approved new building
<i>Curriculum</i>	Seek to provide access to parts of the school curriculum for disabled stakeholders according to identified needs	When needs identified, appropriate strategies to be investigated and applied. Ensure liaison with specified charities / grant funding organisations	LGB	Ongoing as needs identified
	All out-of-school activities are planned to ensure the participation of the whole range of pupils.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements.	Headteacher Class Teachers SENDCo	Ongoing as needs identified
	Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms e.g. writing slopes, height adjusted chairs.	Class Teachers SENDCo	Ongoing as needs identified
	Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	Class teacher and SENDCo will ensure appropriate testing and reports are provided in order to apply for access arrangements. All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Class Teachers SENDCo	Ongoing as needs identified
	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Review the needs of children with specific issues, provide all relevant training. Continue training for teachers and support staff on different aspects of SEND including differentiation when required.	All staff	Ongoing as needs identified
<i>Written / other information</i>	Ensure school documentation is available in alternative formats.	Provide enlarged format documents on request. Consider other media e.g. audio text. Consider documents in alternative languages.	Head/Assistant Office Staff LGB	Ongoing as needs identified