



# Gaddesby Primary School



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Headteacher: **Mr Leigh Fox**

## Policy Name: Accessibility Plan

Written by: Katie Stansfield (SENDCo)  
Date: September 2023

Governor Approved –  
Name: Chris Comber  
Signed:

Date:

Next Review Date:  
September 2024

## **INTRODUCTION**

Gaddesby Primary School provides a broad and balanced curriculum for all children. It aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

## **THE PURPOSE OF THE PLAN**

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. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The purpose of the plan is to plan identify the ongoing actions of the Governing Body of Gaddesby Primary School to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## **VISION AND VALUES**

Gaddesby Primary School provides a broad and balanced curriculum for all children.

Teachers plan to meet the specific needs of individuals and groups of children. They set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements may arise as a consequence of a child having Special Educational Needs. Provision is made, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities, and to meet their potential as learners.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with Special Educational Needs takes account of the type and extent of the difficulty experienced by the child.

We consider every teacher to be a teacher of every child, including those with special educational needs and disabilities. We have the highest aspirations and expectations for all children, including those with special educational needs.

**Current Activities** - to increase the extent to which disabled pupils can participate in the school curriculum:

- Data obtained on future pupils to facilitate advanced planning, including pupils entering the Foundation Stage and those transferring from other schools;
- Established procedures for the identification and support of pupils with Special Educational Needs;
- Detailed pupil information given to all relevant staff;
- Regular home/school liaison;
- Differentiated curriculum to enable all pupils to feel secure and make progress;
- Teaching Assistants deployed to cover a range of curriculum needs e.g. speech and language, occupational therapy, literacy and numeracy;
- Special considerations for pupils taking part in tests e.g. adult readers provided for mathematics and science;
- Strong links with outside support agencies;
- Consideration of children's preferred learning styles.

**Current Actions** – to ensure access to the physical environment of the school

- Wide access doors from the corridor into all classrooms;
- Regular evaluation of the school site for accessibility by the Health and Safety Governor sub-committee.

**Current Actions:** to improve the delivery of information to persons with a disability

- Provision of information to pupils with a disability and their parents/carers through one-to one meetings with members of staff;
- The school makes good use of the skills of external agencies to support work with pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

### **Management, Co-ordination and Implementation**

We share a whole school approach to meeting the requirements outlined in our Accessibility Plan. A review of the plan forms part of our school development planning process, the progress of which is monitored by the Leadership Team and the Governors. We ensure that all staff receive regular training and support in meeting the requirements of the school Accessibility Plan.

Gaddesby Primary School will make its Accessibility Plan available on request.