

Gresham Primary School

Headteacher: Ms Karen Steele

ACCESSIBILITY POLICY

September 2022

We at Gresham succeed because everyone is happy, kind, inspired, challenged and ready for the future!

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On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of... The Equality Act 2010 provides a single, consolidated source of discrimination law.

It simplifies the law and it extends protection from discrimination in some areas.

INCLUSION AND SAFEGUARDING STATEMENT

We are committed to building positive futures in a welcoming and supportive learning environment in which all pupils feel valued and challenged to be resilient thinkers, active learners with transferable skills and have an appetite for world learning.

At Gresham Primary School, all pupils are valued, inspired and respected within our happy welcoming school community.

We set high expectations for all our pupils. All the staff at Gresham give every pupil the opportunity to experience success in their learning by providing a relevant and challenging curriculum with an emphasis on personalised learning.

All children have unique experiences to share. At Gresham Primary school we celebrate this diversity by valuing the contribution of all pupils and providing an environment that encourages interdependence and autonomy in their learning.

Our school is fully committed to safeguarding and promoting welfare of children and expects all staff to share this commitment.

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Accessibility Plan September 2022

Introduction:

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'. Responsibilities for the School under these acts with respect to disability are largely as follows:

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- *Direct discrimination, for example refusing admission to a student because of disability*
- *Indirect discrimination, for example only providing application forms in one format that may not be accessible*
- *Discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there*
- *Harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating*
- *Victimisation, for example suspending a disabled student because they've complained about harassment*

As well as our pupils and staff we ensure that other people who visit or use Gresham Primary school can use our facilities with ease. We provide an accessible and comfortable place for everyone who uses it.

This Plan sets out the

- To increase the extent to which pupils with a disability can participate in the school curriculum
- To improve the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services
- To improve the delivery to pupils with a disability of information which is provided in writing for pupils who are not disabled

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Current Arrangements:

Gresham Primary School Accessibility Policy – Working together.

We will not presume to understand the best way to provide for different needs. Our Accessibility Policy encourages people to discuss with us disability considerations with respect to their child or themselves, such that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

Physical Access to buildings and classrooms.

The physical access is in part limited by the build design of the school, as we are on 2 floors with the library and ICT suite being across the playground. We have ramped access and wide doors one of which was constructed in 2012 having full regard for accessibility and includes ramped entrance/exit, wide wheel chair friendly classrooms, doorways and incorporating an accessible disabled toilet.

The playground and outside spaces are fully accessible leading to playing fields. The school's entrance has an external sloping access to provide wheelchair access to this area avoiding external stairs. We also have a lift that was installed in 2004 and which enables wheelchair users to have access to upstairs classrooms. The lift is checked every six months. All other areas of the school have alternative level accessible. ICT provision would be provided within the classroom using classroom-based PC's or iPads.

Evacuation Procedures

The school's fire and evacuation policy details basic procedures for the safe efficient evacuation of the school buildings. These procedures are adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents/carers and are set out in an individual plan for the pupil.

The current evacuation assembly point is the school playground. This is accessible from the school.

We also undertake Evac training when a child is in the school who requires this level of support.

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Curriculum Access – Teaching and Learning

Our aim is that pupils with disabilities have access to a full and broad curriculum.

We support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. We support those children with neurodiverse needs and all decisions are taken on an individual basis with due regard for a child's needs. Such assessments are carried out within the terms of the school's SEN Policy and guidelines on assessing children with Special Educational Needs.

Our staff understand that pupils have many different ways of learning and adapt their lessons to the different groups within their class. The staff are aware of how to seek additional support for individual children who need specialist help, from external sources. There is regular staff training from internal and external sources. Care plans are reviewed & updated annually, or if a child's circumstances change. This is always completed in partnership with parents/carers and all involved professionals.

We will provide access for all pupils to the curriculum, pastoral and extra-curricular provision in the school by the way that we organise:

- Teaching and learning
- Cross curricular themes, e.g. ICT; literacy; numeracy
- Extra-curricular activities e.g. indoor and outdoor sports, drama, music and educational visits
- Pastoral provision, e.g. assemblies; "Circle time".

Particular care and sensitivity will be applied when planning the curriculum for pupils with physical disabilities and the school will seek specialist advice on this area whenever necessary.

We have introduced precision teaching via the Small Steps Tracker as a planning tool to promote personalised learning and to help us identify the most effective forms of support for learning for groups of pupils and individuals. Our Small Steps Tracker has informed our planning and monitoring arrangements. Passports for Learning (PfL), Pastoral Support Plans (PSP) and Individual Behaviour Plans (IBP) are planned and implemented by class teachers and teaching assistants in cooperation with the school's special education needs Co-ordinator (SENCO). These will continue to be developed and strengthened over the period covered by this Accessibility Plan.

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Informal curriculum

Pupils at Gresham Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability.

This has included:

- Outdoor Education
- Sports, including interschool and district and county level competitions
- Music
- In school clubs and extracurricular activities
- Excursions and trips, including residential trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's passport for learning. The suitability of any event and the need for additional support is discussed fully with the parents/carers in advance.

Access to Written Information

We have a variety of ways for communicating with parents and carers to ensure information is shared in appropriate and meaningful way. These include:

- Parent attended assemblies, parents' evenings, open days, SEN parent forums, class representative meetings
- Letters we send home with pupils about specific events and projects
- Half term on page for each class
- Weekly updates / Newsletters
- Information on our school web site
- Email / Text Messaging Service
- Contacting parents when we know that they are unable to read the information we send home
- School prospectus

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Action Plans:

| Item/Issue | Action to be taken | Date planned for completion |
|--|---|-----------------------------|
| To fully embed the principles in this plan with regard to the curriculum throughout the school | KF to meet with subject leads Review of foundation curriculum units Observation of foundation curriculum lessons to ensure compatibility with the accessibility plan. | Autumn 2022 |
| To update the Pastoral Support Plans to ensure they are fit for purpose. | KF to review plans and update accordingly Discuss PSP with Croydon SENCo cluster group | Autumn 2022 |

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| Chair of Governors | Kim Durling | Signature | Date |
| Headteacher | Karen Steele | Signature | Date |

Reviewed: September 2022

Next review: September 2025