Accessibility Policy

Approved by:	**Date:** September 2024
Last reviewed on:	
Next review due by:	

Hugh Gaitskell Primary School

Accessibility Policy

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaces all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability. religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability is:

(a) he or she has a physical or mental impairment, and
(b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools takes into consideration the SEND Code of Practice (2015) requiring that support and the impact of support are regularly evaluated and monitored and reasonable adjustments or 'auxiliary aids' are provided to prevent pupils from being disadvantaged.

The Children and Families Act (2010) also places a duty on maintained schools to support pupils with medical conditions. Schools are required to take into account statutory guidance 'supporting pupils at school with medical conditions.'

The National Curriculum inclusion statement confirms that teachers should set high expectations for every pupil, regardless of background.

The plan will be reviewed annually or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the

Governing Body, an individual or the Head. The current plan will be appended to this document.

This plan shows how Hugh Gaitskell Primary School intends, over time, to increase the accessibility for disabled pupils, staff, parents/carers and visitors. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the School, adding specialist facilities as necessary. This covers making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.

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 other 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 auxiliary 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, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Improving access to the physical environment of school

Target	Action	Timescale	Responsibility	Success Criteria
Improve signage for people with visual impairments or others with lower sight levels (wheelchair users)	Printed signs need to be in a tonal and dyslexia-friendly font colour. Advice sought from Access officer	Ongoing	Site team / SENDCo	People with visual impairment and wheelchair users aware of access to all parts of the school
Ensure that all SEND pupils with medical needs can be safely evacuated	Put in place (PEEP) Personal Emergency Plans for identified pupils, where and when necessary and train in the use of evacuation aids	As and when necessary	Headteacher/ Staff/SENCo	All SEND pupils with medical needs and staff working with them are safe and confident in the event of a fire and all staff may require training on the evacuation aids are trained
Ensure all fire escape routes are suitable for all and free from obstruction at all times	Review means of escape for disabled pupils/visitors during review of fire drill practices, ensure staff are aware of the needs to keep fire escapes clear at all times	On going	Site team/Headtea cher/Staff	All fire escapes kept clear and pupils have safe exit at all times
Disabled bay	Keep under	As necessary	Site	Accessible

signage/markings	review the need for disabled parking in front and rear car park		team/Headteacher	parking bay for disabled staff and visitors Disabled bay on St Anthony's Drive
Provision/upgrades of disabled toilets	Disabled toilets of the school accessible for adults and pupils, keep under review and continue to audit disabled and Care Suite as necessary Disabled toilet in Reception building	As necessary	SENCO/Site team	Pupils and adults have access to a disabled toilet with reasonable adjustments to meet their needs Disabled toilet in Reception building Disabled toilet in proposed care suite - to be installed in Summer break
Any future plans for further development of the building take Equality Act issues in to account	Work with surveyors when planning modernisations	As necessary	Headteacher/ Site team	Where it can be reasonably achieved, the school building continues to be accessible for all
ASC friendly visuals to be used in toilets in the Nourish and Nurture suite	SEND Team to facilitate the use of visuals to support access to the facilities in the Nourish and Nurture Suite	As necessary	SENDCos and Pastoral Team	Identified pupils are confident in the use of facilities in the Nourish and Nurture Suite and impact recording shows reductions in anxiety.

Increase access and participation in the school curriculum for pupils at Hugh Gaitskell Primary School

Target	Action	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum to meet the needs of all pupils	In school training Sharing good practice Training from external agencies	Ongoing and as required	SENCO	Raised staff confidence in implementing strategies for differentiation and meeting the learning needs of all pupils
Ensure relevant staff have up to date training on aspects of Special Educational Needs relevant to the needs of their pupils	In school training Sharing good practice External training from qualified professionals	Ongoing and as required	SENCO/Headteacher	Increased awareness and understanding of SEND Staff with different areas of specialism share knowledge throughout phases
Reflect identified areas of need in lesson planning and delivery	Incorporate Quality First teaching into all planning. B Squared to be used as a planning tool and identified in teacher planning	Ongoing	SENCO/Teaching team	Improved access to curriculum for all children Regular monitoring of pupil's progress in line with their learning needs.
Monitor how pupils with SEND are achieving academically and socially	Teachers to use B Squared Insight, GL assessment and other psychometric tests to track and target set for pupils with cognition and	Ongoing	SENCO/Teaching team	Personalised learning plans/IPM to monitor how children with SEND are achieving academically and socially. Parents/Carer

	learning as area of need. Individual Provision Map (IPM) for children with social, emotional and mental health as area of need			s receive termly updates and opportunities to feed back or contribute at an ISAR meeting. Outcome Trackers are used for pupils with an EHCP and there are Annual reviews (or review meetings as needed)
Pupils with EHCPs have Outcome Trackers to identify short and medium term targets against meeting Long Term Outcomes.	All teachers use EHCP Long Term Targets and break each one down to medium term targets - this informs a short term target	Review termly	Class teachers / SENDCo support	Parents have a clear understanding of the progress their child is making towards meeting their Long Term Targets
Ensure that Provision is adapted to meet the pupil's Prime Need and that pupils named on SEND Identification list who have School Support, have a provision map in place	Provision map is up to date and forms a key part of the planning and assessing process for all staff	Review termly	SENCO/Teaching team	Provision maps in place and highlighted to support the needs of individual pupils Shared with parents for feedback and contribution
Ensure pupils with complex needs have access to wider, rounded curriculum to enhance functional and life skills needed	SEND team to provide a range of interventions and access to Nourish and Nurture group targeted activities.	Ongoing	SENCO/Teaching team/ Pastoral Team	Provision maps in place to monitor success of interventions Quality assurance of interventions provided by

to transition them to adulthood	Training provided by external professionals to enhance this provision			regular monitoring. Outcome Trackers for pupils with EHCPs show progress against Long Term Outcomes.
Ensure that pupils with SEMH receive the appropriate level of support to enable them to access the curriculum in full	SEND Team to work with DSL and external partnerships such as Place 2 Be to provide Early Identification of need and appropriate support Partnerships with local Mind Mate Hub	Ongoing	SENDCo / DSL / external teams and HGPS teaching team / Pastoral Team	Impact measures of behaviour and responses from Teaching staff/ parents / pupil voice / Pastoral team Nourish & Nurture
Provision for severely dyslexic pupils and those with associated co-morbidities	Specialist teacher / SENDCo and accessor to regularly monitor cohort for literacy difficulties Provide early intervention and specialist teaching where necessary Access Arrangements provided as necessary Staff Training and liaising with external professionals	Termly	SENDCo / Specialist Teacher	Regular monitoring of interventions and quality assurance Baselining and monitoring of progress in accordance with predicted and expected progress.
Provision for	Liaise with	Ongoing	Class teaching	Barriers to

Visually Impaired pupils	external professional teams regularly and incorporate advice and training to support teaching staff.		teams / SENDCos	accessing learning will be removed and pupils will be able to access QFT with additional personal resources and adaptations.
Provision for Hearing Impaired pupils	Liaise with external professional teams regularly and incorporate advice and training to support teaching staff.	Ongoing	Class teaching teams / SENDCos	Barriers to accessing learning will be removed and pupils will be able to access QFT with additional personal resources and adaptations.
Provision for the bottom 20% of learners (Literacy / Numeracy)	Through regular targeted intervention focus which could be daily Bookworms / Nessy / Phonological Awareness / Floppy Phonics / ALK Specialist Teacher SpLD input & support.	On-going as per IPM	Pastoral Team / class teaching teams / SENDco Specialist Teacher	Regular monitoring as part of the class assessments with additional specific assessments to show small step progress and evidence impact against actions taken.
Ensure that pupils with long term medical needs have support to access the curriculum in full	SENDCo and staff to have regular training from medical professionals involved with specific pupils with severe needs Catch up	Termly	SENDCo / Medical Team	Regular monitoring of progress for pupils with medical needs Up to date training External professional input

	learning is made a priority for these pupils as well as holistic support for parents and siblings through the Leeds local offer and cluster support services			

Improved awareness of Equality and Inclusion for staff and Parents

Target	Action	Timescale	Responsibility	Success Criteria
Ensure pupils transitioning to HGPS from other schools or countries receive appropriate transitional support	Regular contact with feeder nurseries and contact with previous educational settings Information gathering by staff in relation to EAL or SEND	Ongoing	Pastoral Admin team SENDCo and EAL coordinator	Appropriate transitional support provided and monitored by SEND and / or EAL
Wider transition information sharing	All pupils new to school will have an initial contact visit - either at their home or in HGPS. Nursery settings / Secondary	As needed across the academic year.	SENDCos / Admission team	Teaching staff will be confident in understanding the needs of their pupil from the first day and resources will be in place as needed

	provision will have arranged contact to share key information and support smooth transitions.			resulting in a smooth transition for the child and reducing anxiety for both parents and pupils.
Pupil Passports	All staff including supply access relevant and essential pupil information	Ongoing	Teachers with advice from SEND team	All staff will be aware of pupil needs - this will be available for temporary team members if working with the child.
Access Arrangements	All pupils receive access arrangements as required	Ongoing	SENDCo / Senior Deputy Head	Pupils receive appropriate support during examinations, including accurate resources to remove barriers.
Staff Briefings	All staff are aware of key policies, appropriate provisions and information to enable them to support accessibility	Weekly	SLT team	Staff are aware of up to date changes in provision and Key Updates
Parents Evenings	Parents / carers / staff to receive regular opportunities to communicate with SEND and medical team	Termly	Teachers / SEND team	Parents feel like they can contact the SEND team with concerns and have regular updates on their child's progress.