

Glade Primary School Accessibility Plan



At Glade Primary School, we are committed to providing a nurturing and inclusive learning environment that values the diversity of our pupils and promotes equal opportunities for all. We believe that every child, regardless of their background or ability, should have access to a high-quality education that meets their individual needs. This Accessibility Policy outlines our approach to ensuring accessibility and inclusivity in all aspects of school life.

Purpose

The purpose of this policy is to ensure that all members of our school community, including pupils, parents, staff, and visitors, have equal access to our facilities, resources, and information. We aim to remove barriers to learning and participation, enabling every individual to reach their full potential.

Aims

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Further information

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We have included a range of stakeholders in the development of this accessibility plan, including both staff and governors.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions to be taken	Person/s responsible	Date to be completed by	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a curriculum that can be adapted for all pupils.</p> <p>Our school uses resources tailored to the needs of pupil's who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>SLT and Class teacher aware of pupils with disabilities.</p>	<p>1. To review all statutory policies to ensure that they reflect inclusive practice and procedure</p>	<p>Upper Senior Leadership Team, Inclusion Lead & Governors</p>	<p>Autumn 2023</p>	<p>Staff are aware of pupils additional needs.</p> <p>Staff are confident in supporting all pupils.</p> <p>All pupils are able to access the curriculum.</p> <p>All pupils are making progress.</p>
		<p>2. All staff to be aware of pupil's disabilities and needs.</p>	<p>Inclusion Lead</p>	<p>Autumn 2023</p>	
		<p>3. All staff to receive training and updates to support pupils with disabilities.</p>	<p>Inclusion Lead Assistant Head teacher (CPD Lead)</p>	<p>Ongoing</p>	
		<p>4. Monitoring of classrooms arrangement to ensure all pupils needs are accommodated for.</p>	<p>Inclusion Lead</p>	<p>Autumn 2023</p>	
		<p>5. MI, VI and HI pupils to have specialised equipment necessary to ensure full access e.g. visualizers, enlarged materials, modified laptops, gripped pens and modified chairs throughout the year. These will be sourced and arranged as needed.</p>	<p>Inclusion Lead</p>	<p>Autumn 2023</p>	
		<p>6. Workstation to be in place for pupils who require.</p>	<p>Inclusion Lead</p>	<p>Autumn 2023</p>	

To improve and maintain the physical environment	Disabled parking spaces available at rear of school.	1. To ensure all classrooms minimise sensory overload.	Inclusion Lead	Autumn 2023	All stakeholders are able to access the school environment. The school environment supports the needs of all pupils.
	Disabled ramp access available	2. Maintain playground landmarks to support VI pupils.	Inclusion Lead & Site manager	Autumn 2023	
	Lift available				
	Stairs and key areas highlighted with yellow paint	3. Ensure that all areas of the school are accessible to MI pupils.	Inclusion Lead & Site manager	Autumn 2023	
	Disabled toilet and changing facilities available				
	Adaptations to adult toilet at front of school	4. Regular checks with lighting to ensure good visibility at all times.	Inclusion Lead & Site manager	Autumn 2023	
Entrances/doorways are kept free of obstacles					
Sensory garden available	5. To implement Personal Emergency Evacuation plans for pupils who require.	Inclusion Lead	Autumn 2023		
Sensory room available					
Additional furnishings in corridors are located on the same side so as to encourage safe and easy access	6. Create a quiet zone for playtimes for pupils who find noise overwhelming.	Inclusion Lead	Autumn 2023		
Allocated areas within the building for children who will need time out of the classroom for focused 1-1 work.					

<p>To improve the delivery of information for pupils with a disability.</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Appropriate seating arrangements Pictorial or symbolic representations 	<p>To ensure that all staff know the range of communication needs in the school and how to support.</p> <p>To extend use of pictorial or symbolic representations throughout school environment and for all forms of communication.</p>	<p>Inclusion Lead</p>	<p>Autumn 2023</p>	<p>All pupils will be able to access information throughout the school.</p>
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