



Accessibility Plan

Reviewed: Autumn 2014
Next review: Autumn 2017

ACCESSIBILITY PLAN

Gorsey Bank Primary School

1. This Accessibility Plan has been drawn up in consultation with pupils, parents, staff governors and the Local Authority (LA) and covers the period from the Autumn Term of 2014 to the Autumn Term of 2017.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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.
3. Gorsey Bank School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - 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; (If a school fails to do this they are in breach of the DDA). 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 preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Statement
- Teaching and Learning Policy
- Equality Policy
- Continuous Professional Development Policy
- Health & Safety Policy
- Educational Visits Policy
- Inclusion Policy
- Special Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- Asset Management Plan
- School Prospectus
- Vision and Values Statement

8. As curriculum policies are reviewed, a section relating to access will be added on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

9. The School Prospectus will make reference to this Accessibility Plan.

10. Our Accessibility Plan will be monitored by the Community and Environment Committee of the Full Governing Body and by Ofsted as part of their inspection cycle..

11. The school will work in partnership with the LA in developing and implementing this plan.

12. Our Accessibility Plan meets the requirements of the Disability Equality Scheme.

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Improving the Physical Access at Gorsey Bank Primary School

Item	Activity	Timescale	Notes
Accessible car parking to be saved for those who require easy access only	Use of accessible parking spaces to be monitored and inappropriate use stopped.	Ongoing	
Dropped kerbs either side of main vehicle entrance.	Pedestrian access.	In place	
Accessible toilet	To provide and maintain one unisex accessible toilet.	In place	
Ramps, wheelchair accessible doors and a first aid treatment room.	To ensure the new extension and future improvements to the school building are compliant with DDA rules and regulations and the Equality Act.	Ongoing	
Improve Reception facilities	Provide a Reception desk with a maximum height of 800mm and with knee-space underneath. Improve security of the main entrance to school	In place	

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Improving the Curriculum Access at Gorsey Bank Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum for children with disabilities.	Undertake an audit of staff training requirements.	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Ongoing	Increase in access to the National Curriculum
Training for teachers regarding the PSHE aspects of learning for children with disabilities.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	
All out-of-school activities are planned to ensure that all pupils can participate.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing	Increase in access to all school activities for all disabled pupils.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes/learning spaces both indoors and outdoors.	Adjustments to accommodate the needs of individual pupils are made in advance so that disruption to curriculum time is minimised.	Ongoing	Increase in access to the National Curriculum
Training for all regarding the Equality Act, Disability Equality Scheme and this Accessibility Plan.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community awareness of issues relating to Access and Equality.	Ongoing	A fully inclusive school and social environment

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Improving the Delivery of Written Information at Gorsey Bank Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	Ongoing	Delivery of information to disabled pupils improved.
Make available our school prospectus, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information accessible for all.	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view to ensuring accessibility for pupils with visual impairment.	Get advice from the LA on alternative formats and use of software to produce customised materials.	All school information accessible for all.	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised.	Ongoing	School is more effective in meeting the needs of pupils with disabilities.