



SIR ROBERT GEFFERY'S PRIMARY SCHOOL

A School for Enthusiasts

Where we 'live life in its fullness' (John 10.10)

Knowing that God is our strength and with

His help we will be the best we can

Accessibility Plan

Approved by:	Sir Robert Geffery's Governors	Date: January 2023
Last reviewed on:	January 2023	
Next review due by:	January 2024	

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Last updated: 22 August 2022

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Statement of intent

This plan outlines how Sir Robert Geffery's School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Current good practice:

We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure.

All entrances to the front and rear of the school are either flat or ramped and have wide doors. The main entrance is fully accessible for wheelchair users.

New disabled toilet and showering facilities were achieved ready for use in September 2021

The school has internal emergency signage and escape routes are clearly marked.

There are only two rooms disabled pupils have no access to:

The Year 6 classroom and the Meeting room.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult.

Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

We communicate well with parents, encourage their engagement and know our children well.

Access to the Curriculum

Priority	Action	Who	Timescale	Outcome	Review
Effective communication and engagement with parents	Termly meetings Annual reviews	Headteacher, teachers, SENCO	Ongoing	Parents/carers fully informed about progress & engage with their child's learning	Autumn 2023
Training for staff on increasing access to the curriculum for all pupils	Training for teachers on differentiating the curriculum, intervention training for support staff	Headteacher, external advisors, SENCO	Autumn – Supporting those with Trauma, phonics, reading comp Spring – scaffolding for independence	Staff members have the skills to support pupils with SEND	Autumn 2023
Effective use of resources & specialised equipment to increase access to the curriculum for all	Audit, purchase and allocate resources (writing slopes, wobble cushions, overlays, grips, sensory resources) Ensure specialist equipment is checked. Support from specialists, e.g. Hearing Support	Teachers, SENCO	Autumn term audit Spring term purchases Regular support with external agencies	The needs of all learners met enabling positive outcomes	Autumn 2023

After school clubs and activities are planned to ensure reasonable adjustments are made enabling the participation of the whole range of pupils	Individual risk assessments for trips Strategic deployment of staff to support specific children Allocation of resources to support specific children in clubs	Headteacher, ICT manager, SENCO	On going	Increased access to extra-curricular activities for all pupils with SEND	Autumn 2023
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Access to the Physical Environment

Priority	Action	Who	Timescale	Outcome	Review
Access into and around the school to be fully compliant	Audit of physical environment	Headteacher Governor SENDCo	Spring 2023	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2023
Maintain safe access around the exterior of the school	Ensure pathways are kept clear	Headteacher Governor SENDCo	ongoing	People with disabilities can move unhindered around the exterior of the school	Autumn 2023
Maintain safe access around the interior of the school	Awareness of flooring, furniture, obstructions	Headteacher Governor SENDCo	ongoing	Learning environment is accessible to pupils with disabilities	Autumn 2023

Access to Information

Priority	Action	Who	Timescale	Outcome	Review
Ensure information is accessible to all	Audit of information and delivery procedures	Head teacher SENCO, ICT manager	Spring 2023 ongoing	School is aware of accessibility gaps to its information delivery procedures	Summer 2023
Understanding the needs of pupils and ensure information is available in the relevant formats E.g. large print, pictorial or symbolic representation	Termly review meetings Termly meetings with parents Discussions with children	SENDCo Teachers	On going	Pupils have access to curriculum information and all the other school information in a format that meets their needs	Summer 2023
Ensure signage is suitable for non-readers, is clear and well situated	Walk about to review signage Discussion with pupils	Headteacher Governor SENDCo	ongoing	Pupils are able to navigate the school regardless of any disability	

School website is accessible to children with SEND and parents with disabilities	Audit of website and changes to be made in Autumn term	Headteacher Governor SENDCo	Autumn 2022	Website is fully accessible to all	Autumn 2023
The school makes itself aware of the services available through the LA for converting written information into alternative formats	The school knows where to seek advice if needed	Headteacher	Ongoing	Pupils and parents/carers have access to the curriculum information and all others school information in a format that meets their needs	Review Autumn 2023

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is date. Any changes to this plan will be communicated to all staff members and relevant stakeholders.