



Gilbertstone Primary School

Accessibility Plan

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

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.

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.

If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Early years speech and language support to be embedded</p>	<p>Wellcomm package – screening for all children in EYFS.</p> <p>Children in EYFS to have regular input in small groups/individually around their Wellcomm targets</p> <p>Older children with speech and language concerns to be screened and have small group or individual input specialist teaching assistant</p>	<p>Staff working in Early Years to access training in the delivery of Wellcomm</p> <p>SENCO and Early Years lead to have enhanced training from the authority on the use of Wellcomm in schools</p> <p>Referrals to SALT for children with greater needs</p> <p>Signposting to parents to the SALT advice line and relevant webinars</p>	<p>Staff to become familiar with assessment and recording of progress data</p> <p>Further training for staff</p> <p>Purchasing the KS1 Wellcomm pack</p>	<p>SLT, SENCO, Inclusion Lead, Early Years lead</p>	<p>ongoing</p>	<p>Improved speech, language and communication within the school.</p> <p>Less children moving through the school with speech and language as a barrier to learning.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Ongoing support and liaison with Physical Difficulties Support Service regarding suitable equipment and resources</p> <p>Curriculum reviewed to ensure it is accessible and meets the needs of all pupils</p> <p>Access to assessment through the Birmingham Dyslexia Pathway (PSS)</p> <p>Staff produce resources that are dyslexia friendly</p>	<p>Use of technology to support learning</p> <p>Appropriate seating and height adjustable furniture.</p> <p>Adapted sports equipment</p> <p>Appropriately differentiated work</p> <p>Use of resources to become further embedded – graphic organisers, task boards, individual visual timetables, overlays, wide lined books</p>	<p>Relevant training for staff working with a child with a specific disability</p> <p>Ensure parents/carers are aware of Children’s Occupational Therapy and Speech and Language advice lines(details on SEN information report)</p> <p>Purchasing recommended resources</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>All children are able to access the curriculum to the best of their abilities.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Tracking progress in learning	<p>Curriculum progress is tracked for all pupils however additional small steps in progress will also be tracked through the Birmingham Toolkit Progress Tracker for children on the SEN register</p> <p>Appropriate individual targets set in line with the Toolkit progress Tracker</p>	Appropriate interventions to be in place in order that identified concerns/gaps in learning can be addressed	Training for staff in effective interventions	SLT/SENCO	Ongoing assessment	Gaps in learning addressed as a result of gaps being identified and timely interventions impacting on learning.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Building is on one level • Corridor width • 2 Disabled parking bays • 2 Disabled toilets • Handrails in appropriate toilets across EYFS and KS1 	<p>Short term objective:</p> <p>Classroom furniture which is height adjustable</p>	Ongoing maintenance	Site manager	ongoing	Children with varying needs will be able to access all areas of the school environment
School environment is adapted to meet the needs of those children with physical/hearing/visual and medical needs	<p>Risk assessments of classrooms</p> <p>Transition meetings with outside agencies</p>	Suitable room for specific medical intervention with appropriate hygiene measures	Look at appropriate room for KS2.	Senco/inclusion lead	Spring 2022	Suitable room with appropriate facilities for specific medical treatment
Whole school planning of trips	<p>Yearly overview of trips</p> <p>Trips policy procedures followed</p> <p>Individual risk assessments</p>	A bank of alternative trips that can be selected as required.	Year group spreadsheets	EVC	ongoing	All children are able to access educational visits (Equality Act 2010)

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<p>Improve the delivery of information to parents whose children have a disability.</p>	<p>Website to communicate key policies, procedures and school news</p> <p>Text message and emails to parents</p> <p>Parent evenings</p> <p>SEN information report on website</p> <p>School to offer signposting to appropriate services</p>	<p>Continue to provide opportunities for parental engagement e.g. workshops, webinars</p>		<p>SLT</p>	<p>ongoing</p>	<p>Home school partnerships impact positively on pupil outcomes and well-being</p>

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<p>Improve the delivery of information to children with a disability</p>	<p>School's approach: Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Visual timetables • Transition booklets 	<p>Increased use of technology to support learning</p>		<p>Whole school</p>	<p>ongoing</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report

Policy approved by Governing Body – delegated to Head Teacher: March 2024

Review: March 2027