



# GREEN LANES PRIMARY SCHOOL

## ACCESSIBILITY PLAN

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes Primary School, we create independent and resilient learners for life.*

Signed by	Green Lanes Governing Body
Signed by	Headteacher
Date Reviewed	Spring 2024
Due for review	Spring 2025

## GREEN LANES PRIMARY SCHOOL

We believe that all children should have the opportunity to reach their full potential. To ensure this happens we are committed to a fully inclusive and accessible curriculum and building. We believe that this Accessibility plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan. This plan is in association with Equality objectives.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced 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 if: (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 structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

### ***Plan over a prescribed period***

1. The Green Lanes Primary School Accessibility plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four-year period ahead of the next review date. This plan will also reflect new statutory requirements for the setting of Equality Objectives.

2. The Accessibility plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the LEA will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Green Lanes Primary School Accessibility statement shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility plan will contain relevant and timely actions to:

- 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 duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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 within a reasonable timeframe;
- 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 timeframe.

5. The Accessibility plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Curriculum Policy
- Equality Objectives (required from April 2012)
- Health & Safety Policy (including off-site safety)
- Special Educational Needs and Disabilities Policy
- Behaviour Policy
- School Development Plan
- Vision Statement

8. The Accessibility plan for physical accessibility relates to the Access Audit of the School, which has been updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility statement and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Accessibility plan will be published on the school website.

11. The Accessibility Plan will be monitored through the Governor Resources Committee.

12. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

## GREEN LANES PRIMARY ACCESSIBILITY PLAN 2022-2026

	Priority target	Leader	Outcomes / Success Criteria	Tasks and Actions to be taken	Financial resources
<b>P1 2022-2026</b>	Increase access to the <b>curriculum</b> 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	SLT INCO Pastoral lead	Raised confidence of staff in strategies for differentiation and increased pupil support.	ASD training for all staff Attachment and Trauma training for all staff TPC therapy HERTS STEPs training for all staff INCO deliver inset on reasonable adjustment All SEND pupils to have an APDR Assess, Plan, Do, Review Focus on difference and equality through British Values and curriculum review ICT used to develop and help SEND- whole school dyslexia gold program introduced Spring 23 Dyslexia friendly classrooms-	Release time and designated staff training days and INSET £2500 TPC whole school program Resources to support pupils/parents for example laptops Staffing to support therapeutic practices

				<p>reducing sensory overload</p> <p>All trips to be accessible for all pupils</p> <p>Development of therapeutic centre- Banksy to offer bespoke support for a range of pupils</p> <p>Pastoral lead support parents with supporting them and their pupils to access the curriculum</p>	
<b>Red</b> Not achieved			<b>Amber</b> Nearly achieved		<b>Green</b> Achieved
			<p>Class books termly reviewed to ensure supporting diversity and equality. New CUSP curriculum offers thematic mapping -review of curriculum resources to ensure that this also reflects this.</p>		<p>All staff HERTS STEPs trained with trainers on staff</p> <p>Additional staff trained in diabetes to support pupil to have full access to trips including residential trips</p> <p>All staff undertaking TPC therapeutic training</p>
<b>P2 2022-2026</b>	Improve access to the <b>physical environment</b> of the school, adding specialist facilities as necessary	<p>Governors</p> <p>Head</p> <p>INCO</p> <p>Pastoral lead</p> <p>Site manager</p>	<p>Access for disabled staff/parent/carer and pupils throughout the school</p>	<p>School is on single floor level with just staffroom and music rooms upstairs.</p> <p>Disabled toilet facilities are available in the main entrance</p> <p>Health and safety checks also include clear escape routes from the building for all including wheel chairs.</p> <p>Signposting and markings are clear for all and disabled parking bays are reserved for staff/parent/carers that need to use these at drop off and pick up times</p>	<p>Repairs and maintenance as modifications are needed</p>
<b>Red</b> Not achieved			<b>Amber</b> Nearly achieved		<b>Green</b> Achieved
			<p>Not all areas of the school are accessible by wheelchair however adaptations and changes can be introduced as the need arises.</p>		
<b>P3 2022-2026</b>	Improve the delivery of <b>written information</b> to pupils, staff, parents and visitors with disabilities	<p>Head</p> <p>Governors</p> <p>INCO</p> <p>Pastoral lead</p> <p>Office manager</p>	<p>Review information for staff/parent/carer and pupils to meet ensuring that it is accessible for all.</p>	<p>Provide coloured backgrounds to help with dyslexic pupils, font for all communication to be standard and a clear style.</p> <p>All classrooms and staff to have visual communication cards.</p> <p>Picture visuals used where possible.</p> <p>Range of languages used including Makaton signing</p> <p>Pupils where needed have access to a range of scribing and translation materials</p>	<p>Supplies and services budget</p>
<b>Red</b> Not achieved			<b>Amber</b> Nearly achieved		<b>Green</b> Achieved
					<p>Pupils have their papers modified as needed</p> <p>Clear communications systems established</p> <p>Visual timetables</p>

					used throughout school Weekly introduction of Makaton signs in assembly.
<b>P4</b> <b>2022-2026</b>	Increase support for EAL pupils and families	Head Governors INCO Pastoral lead Office manager	Review information for staff/parent/carer and pupils to meet their EAL needs e.g translation to home language for key information	Pupil language ambassadors introduced to support new EAL pupils to the school- peer support offered.  Parent language ambassadors introduced to support new EAL parents to the school- parent support offered.  Range of texts/cultural capital resources to support the curriculum  Welcomm screening to support language acquisition of EAL pupils	Supplies and services budget
<b>Red</b> Not achieved			<b>Amber</b> Nearly achieved  Spring 23 introduction of language ambassadors – data base of languages spoken by staff.	<b>Green</b> Achieved  Welcomm screening complete and intervention plans shared with staff.  Photo boards in all classrooms  Additional resources bought to support cultural capital	