Adopted:	30.3.23
Next review:	30.2.25
Approved by:	Governors
Responsibility of:	Headteacher
Trust or School Policy:	School Policy

Greatwood Community Primary and Nursery School
Accessibility Plan

Contents:

1. Statement of intent

Each school within Northern Star Academies Trust has its own Accessibility Plan which is relevant to the school specific context. This plan outlines how Greatwood Community Primary and Nursery 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 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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils and will complement Trust and School Equality Objectives. The plan is also reviewed where the school has undergone a refurbishment.

This will also be published on the School's website.

2. Legal framework and References to Other Policies

- [Equality Act 2010 (Schedule 10)](#)
- NSAT Equality and Diversity Policy
- NSAT Equality Objectives
- SEND Policy and SEND Information Report
- Health & Safety Policy
- Curriculum Policies
- School Improvement Plan
- Behaviour Management Policy

3. Duties and Responsibilities

The priorities for the Accessibility Plan were identified by:

- The Headteacher
- The Business Manager
- SENCo

The local governing body will have:

- Annual oversight on the progress and implementation of the accessibility plan

4. Accessibility Plan – Curriculum

Overview
Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools 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;

Initiative	Recommendations/Actions	Responsibility	Timescale	Status
Promote accessibility of the curriculum to staff members	SLT will support Middle Leaders to develop a curriculum that is accessible to all students. The curriculum will be scrutinised by SLT and on-going quality assurance will be implemented to help ensure differentiation and intervention is evident to support students of all needs and abilities access learning. Where a student has an identified additional learning need they may have access to the support of an additional adult in lessons to improve access to learning. This could be a Personal Care Assistant or a member of Associate Staff. The classroom teacher should direct the additional adult in ways that will elicit the greatest learning impact.	SLT	Ongoing	

Differentiation in teaching / resources	SLT with responsibility for Inclusion and Teaching and Learning will continuously deliver CPD to all staff sharing best practice for the differentiation of teaching. This will be derived from evidenced informed research to ensure the greatest focus and to improve consistency.	SENCO	Ongoing	
Interventions	Quantifiable data will be used to identify students in need of English, Maths and Speech and Language support. This will be delivered to small groups on a short and intensive basis. A process of referrals will be used to identify students in needs of other intervention such as for specific learning needs or SEMH. We will utilise in school expertise and external providers for the delivery of this.	Class Teachers and Associate Staff	Ongoing	
Staff training in the production and implementation of Provision Map and IEP'S	Key areas of need (as identified by the school census and SEND register) will be shared with staff through CPD, this can be ongoing training on frequently occurring needs or bespoke sessions	SENCO	Termly or whenever updates are needed	
Staff training in supporting pupils with SEND focus on key areas of need	SENCo to review the needs of children and provide training for staff as needed. Teachers and Associate staff are able to enable all children to access the curriculum. Staff will be trained by the SENCO on the identification of additional needs and the school's response to the graduated	SENCO Class Teachers Associate Staff	As above	

	approach (as discussed in the SEND Code of Practice). Staff will understand how to implement support strategies through intervention.			
Classrooms are organised for disabled pupils	Classrooms are organised in such a way that is accessible for all students to manoeuvre around the room. Tables are rearranged to allow for wheelchair access into the classroom and staff are to ensure that there is sufficient room for students to enter and exit the room.	Joseph Cooper- Site Supervisor		

5. Accessibility Plan – Physical Environment

Overview				
Improve and maintain 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;				
Initiative	**Recommendations/Actions**	**Responsibility**	**Timescale**	**Status**
Corridors/paths	Ensuring that corridors always remain clutter free and accessible to all	All staff members. Joseph Cooper- Site Supervisor	Ongoing	
Wheelchair access	None needed, all areas of school are accessible to wheelchair users.	N/A		

Disabled Parking	Parking facilities are excellent within school and are all accessible with the ramp. There is no marked disabled bay in the carpark at present	Allison Firth to arrange to have a disabled parking bay installed in the car park.	Summer Term	
Disabled Toilet	An easily accessible disabled toilet, both within the ASC rooms and in the wellbeing hub. Disabled toilets within the KS1 and 2 toilets.	N/A		
Changing and Shower Facilities	Changing facilities within the disabled toilets. Shower in the Nursery bathroom.	N/A		
Lifts	N/A			
Stairs	There are stairs within school, all are marked with yellow safety tape. There is no need for a lift as all areas that are raised are accessible for wheelchair users.	N/A		

6. **Accessibility Plan – Information**

Overview
Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Initiative	Recommendations / Actions	Responsibility	Timescale	Status
Ensure that information on the website is accessible including English as an additional language	N/A			
Website is accessible to all users with SEND / a disability	N/A			
Improve written information so it is accessible to pupils with visual impairments	We have two members of staff within school who read and write in braille. All information can be accessible to pupils with visual impairments.	I.Magee C.Bergman	Ongoing	

Appendix A - Document Control Sheet

Dissemination	How will the policy be disseminated? Who should read the document? Please detail – is this all staff, pupils/students, certain individuals/ specific roles
Implementation	How will the policy be implemented?
Training	What formal training is required and who requires training?
Monitoring & Audit	How and where compliance with the policy will be monitored and audited and by whom?
Statutory Requirement	Is the policy a…. (please tick). ☑ Statutory Policy ☐ Mandatory Policy ☐ Good Practice
Website Publication	☑ Yes ☐ No

Revisions

Version	Description of Change	Date