'Inspiring excellence to create, discover and succeed together'

Access Plan 2024 - 2027

Introduction
The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools must carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:
• Increasing the extent to which disabled pupils can participate in the curriculum
• Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
• Improving the availability of accessible information to disabled pupils Attached is a set of action plans showing how the school will address the priorities identified in the plan.

We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.' The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

The purpose and direction of the school's plan:
Vision and Values

At Great Smeaton Primary School, we are committed to giving all of our children every opportunity to achieve excellence. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Great Smeaton Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum and are fully involved in school visits. They access all areas of the school building, as the building is new and fully complies with all Disability Discrimination Act Regulations.

As such, we are proud to have a building which includes:

- Wide doors – externally and internally, so that children and adults using wheelchairs do not require special routes around the school – and children can access every room in the building that they need to
- A medical room, where children and adults can administer medicines privately and comfortably
- Accessible toilet areas
- Wide footpaths round the school building – ensuring that wheelchair users do not feel uncomfortable travelling along narrow paths with pedestrians
- A dropped height reception desk – so that disabled visitors feel appropriately welcomed from their initial moments of being in the school
- Dedicated disabled car parking spaces

Pupils with disabilities are able to, and are encouraged to attend a range of after school clubs and represent the school equally as much as their able-bodied peers. Information from pupil data In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in reception or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff on whole school issues. This will form part of our pupil and parental questionnaires. We meet parents formally each term to discuss the progress of children academically and socially. Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly. We will consult with experts when new situations regarding pupils with disabilities are experienced. This policy is monitored by the governing body and will be reviewed every year for 4 years, or before if necessary. It will be re-written at least every 4 years.

Target	**Strategies**	**Responsibility**	**Time-scale**	**Success Criteria**
Increase confidence of all staff in adaptive teaching.	Be aware of staff training needs on curriculum access. Provide CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and adaptive	SENDCo	Ongoing depending upon pupil needs.	Raised staff confidence in strategies for differentiation and increased pupil participation

	teaching. Online learning modules if required			
Provide individual access to IPads for all pupils	Raise funds to purchase or request parents to bring into school their own child's IPad to ensure one to one access is continued. If remote Learning is in place these will be loaned for use at home.	Head Teacher	All Key Stage 1 and 2 pupils have Ipads.	All pupils can access IPads to use strategies to support their learning. Enhanced teaching and learning for staff.
Use ICT software to support learning	Purchase and implement new software to support pupils' learning.	SENDCo	Ongoing depending upon pupil needs.	Pupils able to access tailored support and curriculum improving outcomes.
All educational visits to be accessible to all	Risk Assess visit using information provided by venue and preliminary visit. Ensure venue is suitable for all pupils. Put in place measures to reduce risk such as additional one to one support.	SENDCo, Group Leader, Educational Visits Leader, Head Teacher.	On-going	All pupils able to access school visits ensuring equality of opportunity.

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	**Strategies**	**Responsibility**	**Time-scale**	**Success Criteria**
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IPM or PCP when required Be aware of staff, governors and parents access	SENDCo and Head Teacher	As required Induction and on-going if required	IPMs and or Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met

	needs and meet as appropriate Consider access needs during recruitment process. Where necessary apply for Emergency funding to accommodate pupil's needs (within 6 weeks)			Parents have full access to all school activities Access issues do not influence recruitment and retention issue
Improve external and internal environment access for everyone	Remove trip hazards. Mark edge of steps. Keep corridors clear. Provide sensory/ quiet room.	SENDCo and Head Teacher	Ongoing maintenance and premises management. Sensory room completed.	Reduced risk of slips, trips and falls. Quiet space provided for children to take time out, reflect and pray.

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	**Strategies**	**Responsibility**	**Time-scale**	**Success Criteria**
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School administrator will support and help parents to access information and complete school forms	School Administrator and IT technician	During induction On-going	All parents receive information in a form that they can access. All parents understand what are the headlines of the school information.
Ensure all staff are aware of guidance on accessible	Staff CPD on dyslexia and accessible	SENDCo	On-going	Staff able to support pupils with dyslexia leading to

formats	information and resources			improved self-esteem and pupil outcomes.
Provide information in other languages for pupils or prospective pupils	Contact EAL unit at LA to provide support and resources.	Head Teacher	As required	Pupils integrate quickly into school and are able to access the curriculum.

Review frequency: Every three years.

Approval: Governing body free to delegate to a committee of the governing body, an individual governor or the Headteacher.

Legislation: Equality Act, 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Written by	Rebecca Wallace/Gemma McManus
Ratified by Governors	September 2024
Date for Review	September 2027
Signed – Head teacher	*Rebecca Wallace*
Signed - Chair of Governors	*Helen Audritt*