



Accessibility Plan

Date: November 2023

Date for Full Review: November 2026

Galley Hill Primary School and Nursery – Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010.

The governing body are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period (usually three years)

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.

At Galley Hill Primary School and Nursery we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision

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1. Access to the Physical Environment.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	School is aware of the access needs of children, staff & parents/carers with disabilities	a) Create access plans for individual children with disabilities as part of My Target Planner process, if required b) Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met etc. c) Put in place variety of mediums of contact / communication to ensure parents/carers' access needs are met.	As appropriate By Autumn 2024 and then as staff start On-going	a) Inclusion Leader /SENCo b) Head/SEN Governor c) Inclusion Leader /SENCo	a) Individual plans in place for all pupils with disabilities where required & all staff aware of all pupils' access needs. b) Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings. c) Parents able to access fully all school activities.
	2. School staff are better aware of access issues	a) Circulate information on disabilities access rights to SLT and governors as media becomes available. b) All contractors doing repairs and maintenance are to work to Health and Safety and access Standards	As available As appropriate	a) Headteacher b) Site Manager	a) Access issues not influencing recruitment & retention decisions. b) On-going improvements in access to all areas during repair and maintenance works.
	3. Clear corridors, & cloakroom areas. Ensure classroom environments are clear and clutter free.	a) Ensure that all children's bags are hung up on pegs and that floor area is kept clear. b) Focus on classroom environments as a school priority until all are calming, clutter free and clear.	On-going School Priority 2023-24	All staff Class teachers / SLT	Corridors & cloakrooms are kept free of tripping hazards
	4. Ensure lift is fully functioning and in working order.	a) Organise service for lift by Year 5 and broker any repairs needed. Ensure service record is maintained so lift is usable at all times.	By end of Summer 2024	Site Manager	Lift by year 5 will be fully functioning and serviced to support disabled children in accessing the main school / KS2 playground
Medium Term	1. Repaint classrooms in appropriate colours with suitable contrasting woodwork where appropriate	a) Seek advice from County & Specialist Advisory teachers / HCC contractors on which colours are most appropriate b) When classes are painted	Ahead of summer holidays 2024 As painting	Headteacher/Site Manager Site Manager	a) Colour schemes that support teaching, learning and behaviour.

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		include contrasting colours for woodwork as appropriate.	occurs		b) Classes accessible for pupils with disabilities
	2. Ensure that all pupils with disabilities can be safely evacuated	a) Seek advice and put in place Personal Emergency Evacuation Plans for children as appropriate b) Review Evacuation Procedures to ensure all staff are aware of their responsibilities, including with regard to the evacuation of Quartz class.	As needed During termly practices	Headteacher/Inclusion Lead/ Senco/Site Manager Headteacher/ Site Manager	All children with disabilities and staff working with them are safe and confident in event of fire.
	3. Ensure that the edges of steps are visible	Use yellow tape on edges of each step and ensure this is maintained.	Review termly as part of governor H&S audit	Site Manager / Health and Safety Governor	All steps are highly visible to all members of school community.
	4. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when blown. b) Get advice on appropriate colours/styles for signs and implement when signs are replaced.	As needed When needed	Site Manager Site Manager	a) People with a visual impairment feel safe in the grounds. b) Access around the site is easier for all.
Long Term	1. Ensure all fire escape routes are suitable for all	Ensure fire risk assessment is completed by a professionally accredited individual and follow up on all recommendations with regard to the evacuation of pupils / staff with disabilities.	Risk Assessment complete by February 2024. Recommended actions to be considered when setting budget in April 2024.	Headteacher/Site Manager	All staff, pupils and visitors with disabilities are able to have safe independent egress in emergency situations.
	2. Consider other actions that can be taken to improve the physical environment	Work through an accessibility audit document (such as the one produced by Cornwall LA) to identify any further adaptations that can be made to improve access to the physical environment	Complete within the first year of this plan (2023-24)	Site Manager	Areas of the physical environment that we may not have considered will be accessible to all. This plan will be able to be reviewed with new actions identified.

2. Access to the Curriculum.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	1. Ensure staff are aware of adaptations they can make across the curriculum to ensure access for all.	Share the headlines of the EEF 'Five a Day' document and discuss with staff. Produce a reference guide for all staff about different adaptations that can be made relating to the range of SEN needs and disabilities within the school. Provide regular CPD to further support staff as needed.	Spring 2024 By Summer term 2024 and revised as needed On-going	Headteacher / SLT/ Inclusion Leader /Senco	Raised confidence of staff in strategies for differentiation & increased pupil participation.
	2. Ensure TAs have access to specific training on appropriate disability issues	Arrange training opportunities for TAs with specific responsibilities for pupils with disabilities and ensure advice is in place from ISL for children with specific needs.	As required	Inclusion Leader /Senco	Raised confidence and skill levels of TAs working closely with children with disabilities.
	3. Increase pupil voice and parental involvement within the 'assess, plan, do, review' process	Revise the 'My Target Planners' for personalised targets for children with SEND. Provide training for staff on the expectations for the new format. Implement the use of the new format with an expectation for contributions from parents and pupils.	December '23 January 24 From Spring 2023	SENCO	Pupils and their families will feel involved in their learning and the progress with this.
Medium Term	1. Ensure all staff are aware of curriculum access for pupils with disabilities	a) Maintain system of individual access plans / provision mapping for children with disabilities. b) Maintain system for information to be shared with appropriate staff	On-going	Inclusion Leader /Senco Inclusion Leader	a) All pupils with disabilities to have individual Access Plans / identified on provision maps. b) All staff aware of individual pupils' access needs.
	2. Ensure all staff are aware of, and able to use, SEND software and resources	Maintain subscription to Widgit software and ensure staff have sufficient training to use this software to support children. Continue to keep abreast of other software available to support our SEND children and purchase additional resources if necessary.	Annual subscription As available and appropriate	Inclusion Leader /SENCo/ICT Leader/Subject Leaders	Continues wider use of SEND resources in classes.

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	3. Continue to consider adaptations needed for pupils with Special Educational Needs and Disabilities within our planned curriculum.	Whilst ensuring that our curriculum is well sequenced to meet the needs of all of our children from Nursery to Year 6 (cross reference School Priority One from the SDP 2023-24), the adaptations for our children with SEND will be considered and planned for.	Throughout 2023-24 (and onwards as necessary)	Curriculum Leaders	The curriculum planned by the school will be well sequenced to meet the needs of all children, including those with SEND.
Long Term	1. Ensure all school trips are accessible to all	Staff to use SENCo/ Inclusion Leader guidance for staff to ensure trips are made accessible for all pupils	On-going	Inclusion Leader /SENCo	All children in school able to access all school trips and take part in range of activities.
	2. Ensure all children with disabilities participate equally in after school & lunch time activities	a) Staff to use SENCo/ Inclusion Leader guidance to ensure after school & lunch time activities are made accessible for all pupils b) Organise additional / alternative activities for pupils with disabilities if necessary	On-going	All staff	Children with disabilities feel confident & able to participate equally in out of school activities.
	3. Ensure appropriate provision is available for pre-verbal learners.	Continue Quartz Class, with a teacher as lead, to ensure appropriate learning environment is available for our pre-verbal learners. Continue to utilise advice from a number of external professionals to ensure that the provision provided meets the needs of the children and prepares them for the next stages of their education.	On-going	SENCo / Quartz teacher / TAs	Pre-verbal learners have appropriate provision to meet their individual needs and are making progress.

3. Access to Information.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school	On-going	SLT / Office Manager	All parents getting information in format that they can access. Staff more aware of

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		b) Review all letters home to check reading age/Plain English c) Distribute information in alternative formats if needed.	On-going	SLT / Office Manager	parents/pupil's preferred methods of communication.
	2. Ensure all parents have access to parent consultation information, even if they cannot come in to school.	Identify any parents who are unable to come into school for parents evening due to access difficulties. Ensure that the class teacher sets up a phone call or Teams meeting to enable the parent to still benefit from parent consultation discussions.	On-going	SLT / Class teacher	All parents are able to hear the key messages from consultation evenings, knowing how their child is progressing and what they can do at home to provide support.
Medium Term	1. Ensure appropriate information is distributed to parents of children with disabilities	Routinely distribute information from disability groups to parents of children with disabilities upon receipt.	When available, on-going	Inclusion Leader SENCo / Office Manager	Increased confidence of parents of children with disabilities in relation to information about the disability.
Long Term	1. Children become more aware of their own access needs	Encourage pupils to express their access needs and contribute to the formation of their support plan targets through the use of a termly questionnaire sent home. Encourage the children to articulate their targets when discussing their learning.	Pupil voice questionnaire introduced Jan. '24 On-going	All teachers	Children able to articulate their access needs & support targets
	Annual review of the accessibility plan	To involve SLT and governors	Annual	The accessibility plan responds to the current and future needs of the children & parents and users of this school.	The plan is executed effectively and the school is completely inclusive