



Glenthorne Community Primary School

Glenthorne Accessibility Plan Including Equal Opportunity Policy

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010, requires schools to produce an **Accessibility Plan** and now schools are required to comply with the general equality duty and the new specific duties. It is unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their:

- age
- sex
- race
- disability
- religion or belief (or absence of these)
- sexual orientation
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership

At Glenthorne, we are committed to:

Eliminate discrimination by on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. Ensure our curriculum and other relevant policies (such as behaviour, child protection policies) are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to access and equality". Work in partnership with all stakeholders to promote equal opportunities for all, this includes teaching, learning and displays that show tolerance for all those with protective characteristics (as listed above).

Advance equality of opportunity by monitoring the progress and putting in place necessary interventions to reduce any gaps in attainment for those with protective characteristics compared to those who do not. Ensuring children are educated about and tolerant of the needs of others; working together within our school community to support each other. Interventions will identify and support not only academic or specific learning needs but also social and emotional skills of our pupils. Provisions will be put in place dependant on the needs of the learner; this may include additional resources, increased adult support and adapted resources increasing the extent to which all pupils can participate in the school curriculum. Teacher's should carefully tailor planning to develop the skills knowledge and understanding of all children; including making reasonable adjustments to the curriculum. 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.

Foster good relations; we are committed to providing an accessible environment which values and includes the whole school community, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We will promote understanding for the needs of children within our community. Furthermore, we will create links and positive relationships with other communities in order to increase empathy between different groups.

Glenthorne **accessibility plans** are committed to supporting all members of the community to access the provision available at school. At Glenthorne, we aim to improve the environment of the school to increase the extent to which all pupils, including disabled pupils, can take advantage of education and associated services.

The **Accessibility Plan** will contain relevant actions to:

- Improving the **physical environment** of the school to increase the extent to which all pupils, including disabled pupils, can take advantage of education and associated services. At Glenthorne we conduct audits of physical access and environment. These will be completed annually by head teacher/ site supervisor. Information gained will be included within the plan. Objectives that have not been completed must be included on future plans. Amendments to plan can be made reflective of the results of annual audit and flexible to the needs of the school community.
- Increasing the extent to which disabled pupils can **participate in the school curriculum**. Including making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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.
- Improving the delivery of information which is provided in **writing**, such as, handouts, timetables, information about the school and school events **ensuring information is accessible**. The information should be made available in the required formats within a reasonable time frame.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

A summary of Accessibility Plan aims will be available on the school website.

The School's complaints procedure covers the Accessibility Plan.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.

This Policy was agreed by Governors on:

Chair of Govs: M. Such

Date: November 2023

Headteacher: R. Woodall

Date: November 2023

SENCo: S.Langston

Date: November 2023

This Policy will be reviewed annually.

Accessabilty Plan

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

Aim	Good Practice	Actions to be taken	Person responsible	Date to complete actions by	Outcome
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Staff are given regular training to support the needs of children and staff.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Be aware of staff training needs.</p> <p>Staff to access appropriate CPD.</p> <p>Share information between relevant people and agencies to support those with additional needs.</p> <p>Ensure all staff feel confident in supporting children with additional needs.</p>	HT/DT/SENCo	All actions are ongoing and will change and develop depending on the needs of the children.	<p>All staff feel confident making appropriate differentiations to the curriculum.</p> <p>All staff and agencies aware of children's needs.</p> <p>Increased pupil participation.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Easily accessible resources • Adapted technology 	<p>Make adaptations to the environment as and when necessary to meet the changing needs of the children within school.</p> <p>Create accessibility plans for individuals when needed.</p> <p>Make sure all areas within the school environment are accessible.</p> <p>Make relevant changes to the environment contacting the relevant stakeholder. E.g. site manager, ICT lead, relevant agencies.</p>	<p>HT Site manager</p> <p>HT SENCo</p> <p>HT Site manager</p> <p>Site manager</p>	All actions are ongoing and will change and develop depending on the needs of the children.	<p>All children can access the school site safely.</p> <p>All children's individual needs are met.</p> <p>The environment is adapted to meet the needs of all children.</p>

Improve the delivery of information to pupils with a disability	<p>Our school will use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>Provide information that is accessible for all, when needed.</p> <p>Sources resources as required to meet the needs of all children.</p>	<p>HT SENCo</p> <p>HT SENCo</p>	<p>All actions are ongoing and will change and develop depening on the needs of the children.</p>	<p>All can access the information provided by the school.</p> <p>All children can access the curriculum.</p>
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