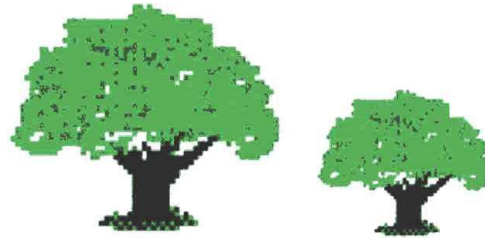


Green Park Primary School



Accessibility Plan

Approved by the Headteacher on _____

Signed _____ HT

June 2025

ACCESS PLAN: GREEN PARK PRIMARY SCHOOL, MAGHULL, L318BW

(June 2025)

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

As defined by the Equality Act, we understand a person with a disability to be identified as follows: '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.' This definition provides a relatively low threshold and includes more pupils than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This explanation of disability is taken from the 0-25 SEND Code of Practice 2015.

The Equality Act 2010 requires public bodies such as schools to have due regard to the need to:

- Eliminate unlawful discrimination
- Advance equality of opportunity
- Foster good relations between people from different equality groups

This is called the public sector Equality Duty and its purpose is to promote equality for all.

This Accessibility Plan forms part of the Equality Duty and sets out how the governing body will improve equality of opportunity for disabled people.

Key Objective of the Plan:

To reduce and eliminate barriers of access to the curriculum and of full participation in the school community for pupils, prospective pupils, parents and staff with a disability.

Green Park School welcomes a range of pupils with different disabilities and has and could include Cerebral Palsy, Autistic Spectrum Condition, Attention Deficit Hyperactivity Disorder, Achondroplasia, Asthma, Attention Deficit Disorder, Epilepsy, Diabetes Type 1, Tourettes and Angelmann's Syndrome and some pupils have food allergies or intolerances.

Staff are all made aware of the pupils in the school who have these needs, including the kitchen staff, and are notified of the names of the pupils with these medical needs and are informed by the pupil's class teacher of any changes.

We have competent adult and child first aiders who hold first aid certificates.

All medical information is collated and available to the staff in the medical room or the school office.

All children with medical needs have their picture in the staffroom and the medical room.

All medication is kept in a locked cupboard or in the fridge which is kept in the school office. PLEASE NOTE: Inhalers are kept in the classroom and a record of use is noted.

Administration of medicines can only be given if the school has written consent from the parents.

All medication given is recorded.

When pupils with SEND (Special Educational Needs and Difficulties) start at Green Park School, staff can contact the Local Authority professionals for assessments, support and guidance for staff and for parents and then a thorough transition plan can be completed.

AUDIT INFORMATION	KEY RECOMMENDATIONS
Physical Access	<ul style="list-style-type: none"> • The building is on two floors and access arrangements for those with mobility issues could possibly require re-location of classrooms to the ground floor to enable access to all facilities dependent upon the level of need. • All requests to make reasonable adjustments are considered with guidance from the LA and with the H&S officer designated to the school. • All doors have wide access and are wheelchair friendly. • Rear entrances have been adapted for wheelchair and limited physical access. • Front pathway has been replaced and fixed to prevent a trip hazard and for ease for prams and wheelchairs. • Lowering of pegs for children's independence. • Ongoing refurbishment regarding: main stairway within school, fire doors and safety, door locks.
Curriculum Access	<ul style="list-style-type: none"> • Whole school dyslexia friendly environment. • Minimal distraction and supportive learning walls that guide and aid children's learning. • Learning environment is organised and flexible to enable staff to meet the needs of all children e.g. lower white board and in particular in the EYFS accessibility to water trays, sand trays, painting areas etc where wheelchair or frame users require such access.
Information Access	<ul style="list-style-type: none"> • As needed in response to demand and where necessary engaging with external services for example signing for the hearing impaired.

Access Plan

Improving Physical Access to the School

Targets	Action	Timescale	By whom	Evaluation
Ensure all doorways on the ground floor are accessible. Increase wheelchair access/mobility of pupils where possible including all outdoor areas and the woodland	Regular review of accessibility to the building – ramps, stairways, trees, gateways and notifications by staff of any discrepancies. Regular reparations to any raised flags, manholes, tree roots	Ongoing reparations and building works	Head teacher Site manager All staff	Full access to adults and or children with permanent or temporary mobility impairment.
Ensure fire procedures take account of pupils with disabilities	CPD for all staff on fire hazards around school and how to use a fire extinguisher by Sefton H & S officer and site manager. Ensure that appropriate provision and places of safety have been established.	Termly Fire Drills On-going Fire safety plan. Fire Risk Assessments	Head teacher Site manager H&S Officer	Identified pupils are safe and have a clearly recognised set of procedures to meet their needs in case of fire. Fire Safety Plan is reviewed and updated
Provide accessible accommodation for meetings with parents with physical disabilities	Ensure arrangements are made known - newsletters in larger print when requested New families to be asked if support is needed.	On going Admin team	Site manager Head teacher Senco	Parents feel fully able to engage with school staff and school events. Meetings arranged with suitability of accommodation.
Consider accessibility options to the first floor	Needs led cost analysis		Site manager Head teacher Finance Lead	Improved access.

Access Plan

Increasing Curriculum Access

Targets	Action	Timescale	By whom	Evaluation
Staff training to improve skills to support pupils with ASC, ADHD, Dyslexia	In school training by staff who are already competent or have attended training and cascade down. Support from school nurse.	Ongoing	Headteacher Senco	Improved engagement and attainment for pupils with a SEND
To further develop the SEMH of pupils within the school	Create a Therapy Room to be used for 1:1, small group therapy and well being sessions	Ongoing	SEMH Lead Senco Finance Lead	Up and running September 2022
Continued improved computer equipment	Ongoing purchase and upgrading of i-pads / chrome books available for nursery, KS1 and KS2. Classes to have improved whiteboards/ TVs Beebots for EYFS	Ongoing	Headteacher Finance Lead IT Coordinator	Appropriate technology for children with disabilities to access a full technology / computing curriculum.
Continue to develop range of learning resources that are accessible for pupils with SEND or another disability. Purchase of sensory resources as required	Curriculum teams to review resources in their curriculum areas; learning walk to see resources in use and regular audit and update of resources. Needs audit	Ongoing	All staff Senco Curriculum Team	Good range of well organised resources, available for all pupils in a place of easy access. Staff and pupils familiar with what is available and how to use it.
All staff including welfare assistants, kitchen staff, support staff and supply teachers are to be aware of disabilities and individual needs.	Head teacher/class teachers to share relevant information with all staff mentioned previously and with visiting teaching music,	Ongoing	Headteacher Senco All staff	Class lists, medical needs updated termly and made accessible with visitors if appropriate. Individual files in a locked cupboard with access available to all staff.

Parents are responsible for informing the school of any changes.	languages, chess, supply and P.E. staff as appropriate.			
Disability equality issues are incorporated into the Citizenship/PSHE curriculum	Develop lesson plans to embed into the curriculum	Ongoing	Curriculum team All teaching staff	Pupils have greater understanding of disability issues
To ensure that all pupils are able to access all out-of-school activities, including clubs, trips and residential visits	Review of out of school provision to ensure compliance with recent legislation	Ongoing	Head teacher Class teachers Teaching Assistants Senco	All pupils with a disability have access to trips and residential activities with reasonable adjustments in line with the school budget
To ensure pupils recovering from major surgery/or serious illness, have minimal risk of contracting infections. Home visits, online learning and staggered return to school will be arranged at times of planned absence	Parents to be reminded of need to inform school about infections that might cause other pupils difficulties	Ongoing	Head teacher Class teachers Senco	Attendance will remain within our appropriate target range
To meet the needs of individuals during statutory end of KS 1 and KS2 tests	Pupils will be assessed in accordance with regular classroom practice and additional time, use of equipment will be applied for as needed	Ongoing	Head teacher Class teachers Senco	All pupils will have appropriate access arrangements

Access Plan

IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

Targets	Action	Timescale	By whom	Evaluation
Improve lighting in all learning areas and classrooms	Check all lights are in good working order. Soft mood lighting implemented in EYFS. SENCO and Headteacher to look at other classrooms in the school.	Ongoing	Site manager Class teachers and Teaching Assistants	Learning environments that provide high quality lighting
Make information accessible to pupils and parents with disabilities	Information with disabilities and made available in different forms. Reminder to parents to notify us of accessibility needs and update them on accessibility	Ongoing	Head teacher Class teachers Senco	Pupils/parents have greater access to information. School able to respond to requests for information in alternative formats
To continue to strengthen connections with other Sencos and with outside agencies including other establishments with specialist provision	Head teacher and / or Senco to attend appropriate briefing and / or training and / or support from ICs To ensure that every member of staff can have appropriate opportunities to attend such briefings and training	Ongoing	Head teacher Senco	Staff, parents and pupils aware of additional provision and support available