



Goat Lees Primary School

Accessibility Plan

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Date Agreed	22/11/2023
Signed by Headteacher	T A Adams
Signed Chair of Governors	N Bellman
Date Policy to be Reviewed	2 Years

ACCESSIBILITY PLAN

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The purpose and direction of the school's plan

At Goat Lees Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. 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. Goat Lees Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Developments in School

Goat Lees Primary School was established in September 2013 and caters for children from 4 years to 11 years of age, mainly from the local community.

The building is on a flat site, comprising of a single storey building and has its own grounds comprising of a field/sports area and hard playground. In addition, there is a performing arts studio which is accessible from the rear door via a slope. The catchment area includes pupils from a wide range of social groups and backgrounds.

The School manages the Breakfast Club and works in partnership with the Tiny Tots Pre-School who are the providers for the After School Club which is located in the Goat Lees Community Centre.

The school has been specifically designed to comply with the standards for DDA requirements (2013) to meet the needs of both children and adults.

Physical aspects of the school:

- Fully equipped adult disabled toilet located near the main reception area
- Fully equipped care suite located near the reception classroom. This includes full showering facilities and an adjustable bed
- Separate medical room on the office corridor
- Electronic outward doors and large entrance area at the front entrance to the school.
- Secure fencing around the school with easy access to playground and classrooms through wide gates.
- Large screen and projector in the main hall with purpose built sound system
- Door frames and architraves are highlighted in a separate colour for visual discrimination.
- Height adjustable whiteboards in the Reception class through to Year 3
- Accessible staffroom including wheelchair access for the sink area
- A performing arts studio with accessible entrance
- Telephones in all classrooms and offices and a tannoy system operated through the HT/main office
- Driveway - block paving across the whole parking area and a level site with clearly differentiated pathways
- The school has 2 marked disabled parking bays near the front of the school and a further space that may be used when the minibus is not on site.

Further adaptations may be required to meet individual needs and these are assessed as part of our ongoing review of the use of the building and the facilities.

Visually Impaired

- The school will make people aware that if they are visually impaired then newsletters etc can be provided in large print or on coloured paper. The School will work with Specialist Teaching Services and outside agencies to support pupils with visual impairment.
- Modern technology may also allow users to access voice activated software or make adaptations as required.

Hearing Impaired

- Sensitivity should be used when dealing with parents or carers with hearing impairment. Awareness raising may be necessary to ensure that information is passed on in a suitable manner. Basic signing can be used by trained staff to support communication. Notes to be taken where necessary in meetings. Additional adults to support parent/carer if required. We will seek to provide BSL translators for parent consultation meetings.
- The school needs to be aware of the possible need for training and resourcing for hearing impaired children to ensure that they reach their potential.
- Visual cues and labels are used around the school.
- The School will work with Specialist Teaching Services and outside agencies to support pupils with hearing impairment.

Medical Needs

- Pupils with specific medical needs that require all adults to be aware of, will have a medical information sheet completed and displayed with photo in the medical room and their classroom in line with GDPR requirements.
- Where appropriate health care plans will be completed.
- The school has the policy that if medication needs to be administered during school hours and parents are unable to do this then they need to sign an agreement stating medication, frequency and dosage. All medicine should be clearly labelled with the pupil's name. Guidance on the administering of medicine is available and should be referred to.
- The school will arrange specialist training for appropriate members of staff depending on the nature of the medication to be administered e.g. injections, use of Epipen, diabetes testing and other conditions as required in order to meet the needs of the children

Personal Emergency Evacuation Plans (PEEPS)

- Some pupils with SEND need support to exit the building in case of emergency. PEEPS are written for these children and shared with parents, relevant staff and the Site Manager, Jon Pearce.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed, and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Accessibility Plan 2023 - 2025

Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
CURRICULUM					
Strive to ensure curriculum is fully accessible and responsive to pupils with any type of difficulty or disability.	Consider alternative communication systems Consider the way in which information is presented to pupils Consider ways in which pupils can communicate their ideas Continue to seek resources that are inclusive and include examples of people with disabilities	All Staff Subject leaders Advisors for sensory impairments Subject advisors	Termly Curriculum maps and review of curriculum	Curriculum is fully accessible for all pupils	Head Teacher DHT Governors SENCO
The curriculum is reviewed to make sure it meets the needs of all pupils, including adapting resources to support access to the curriculum	Consider using simplified texts. Consider the use of coloured backgrounds. Consider how accessible practical activities are for children with physical difficulties.	All Staff Subject leaders Advisors for sensory impairments Subject advisors	Termly Curriculum maps and review of curriculum	Curriculum is fully accessible for all pupils	Head Teacher DHT Governors SENCO
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning Carefully selected accessible and appropriate activities Advance visits Risk assessments	Visit leaders Educational Visits Co-Ordinator Head Teacher	On-going	School trips & residential visits are accessible for all pupils	Head Teacher School Visits Co-ordinator Trip leaders Feedback from pupils
Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory and communication disabilities Provide adult support if necessary Make physical adaptations as required Ensure that appropriate information is shared	<i>Leaders of after-school clubs.</i>	Term 1/3/5 ongoing	After-school clubs and provision is accessible for all pupils	Head Teacher Feedback from parents and pupils

PHYSICAL ENVIRONMENT					
To continue to consider additional parking spaces for staff/visitors around the school and maintain disabled bays for use of those with mobility needs	Continue to keep the parking bays under review and consider any revisions. Ensure that any plans allow for continued access to the disabled parking bays.	HT Site manager Govs	Ongoing	Parking issues are addressed	HT Govs
Specialist seating and equipment for pupils with physical/mobility issues.	To provide and fit suitable equipment as recommended by OT/PT as required Liaise with agencies to identify and source appropriate equipment/resources	SENCO/Site Manager	Ongoing	Equipment is in place and meets requirements from OT/PT	OT/PT SENCO and TA's
Ensure that the school environment is responsive to the needs of a range of learning and physical disabilities	Conduct environment walks to identify areas of congestion and potential difficulty Consider the use of contrasting colours to support pupils with visual impairments Ensure that signage is clear and appropriately positioned Consider how the lighting, positioning of pupils and objects, and reflective surfaces may impact pupils with visual impairments Identify safe/quiet spaces for children to access. Review playground activities to ensure that the needs of children with gross motor difficulties are being supported Follow advice from Specialist Teaching services to ensure that children with hearing impairments can access learning Consider if specific aids are needed to ensure that pupils with hearing impairments can hear teachers Review the SEN List to identify patterns in need	SENCo All teachers	Term 1 / 3 / 5	School environment is safe and supportive of all children	Head Teacher DHT Governors

Ensure that the physical environment is safe and secure for all pupils	Teachers to ensure that access is not impeded and that there is always clear access around obstacles That any child who requires specialist furniture/resources has access to these at all times, and that these resources are maintained to a high standard.	All Staff Subject leaders Advisors for sensory impairments Subject advisors	Ongoing as part of the Termly reporting from Site Manager	School site is safe and allows for the most effective use of the school site	Head Teacher SLT SENCO Site manager & Health & safety governor
INDIVIDUALS WITH DISABILITIES					
Parents/carers with literacy difficulties to have access to school letters and documents	FLO to assist families and verbally pass on information when required Support from office staff	FLO Office staff	For new pupils/ Families and those with identified needs	All families to have access to communications from school	HT Office FLO
Parents/carers with limited understanding of English to have access to a translation of school letters	FLO and Office staff to assist families who need translations	FLO Office staff	As required	All families to have access to communications from school	HT Office FLO
Parents/carers with visual impairment to have access to large print or coloured versions of letters	FLO and Office staff to enlarge letters as required	FLO Office staff	As required	All families to have access to communications from school	HT Office FLO
Parents/carers with mobility difficulties to be able to attend school events	Senior Leadership Team (SLT), Office staff and FLO to consider the location of school activities Ensure that all events within school can be accessed by wheelchair users Make sure that emergency exits are accessible during school events	SLT Office staff FLO Site manager	Ongoing	All members of the school community to be able to access school events	HT Office FLO Govs