

Glasshouses Primary School

Accessibility Statutory Statement

Statement:	Accessibility plan
This statement was approved:	July 2020
This statement will be reviewed:	July 2023
Governor committee responsibility:	Full Governing Body

As a GOLD Rights Respecting School, our accessibility plans will involve making pupils aware of:

- **Article 2** - You have the right not to be treated unfairly on any basis.
- **Article 3** - Adults should do what is best for you.
- **Article 12** - You have the right to an opinion, and to have it listened to and taken seriously.
- **Article 23** - You have the right to special education and care if you have a disability.
- **Article 28** - You have the right to a good quality education.
- **Article 29** - Your education should help you use and develop your talents and abilities.

AIMS

- To ensure that all school personnel with disabilities are treated fairly in regard to recruitment, performance management, promotion, staff development, teaching environment and access to the school
- To reduce and eliminate barriers that prevent access to the curriculum.
- To ensure full participation in the school community for pupils, prospective pupils and our adult users with a disability.
- To ensure compliance with all relevant legislation connected to this policy.

At Glasshouses Primary School, we are committed to providing a fully accessible environment that values all pupils, school personnel, parents and visitors 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.

Our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of

care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Glasshouses Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

As a school, we recognize and value parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. We have the responsibility to work with parents to ensure the full needs of each individual child are met. We also believe that we have the duty and responsibility to provide all pupils with a broad and balanced curriculum which is adjusted to meet the needs of individual pupils and their preferred learning styles.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe, caring environment for all our pupils to experience success, happiness and excellence.

The Glasshouses Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan should be read in conjunction with the following school policies and documents:

- Behaviour Policy
- Curriculum policies
- Health and Safety policy
- Safeguarding Policy
- School Improvement Plans
- SEND Policy

The Accessibility Plan for physical accessibility relates to the Access Audit, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility plan will be completed prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs,

timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Glasshouses Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial adverse effects which are substantial; the substantial adverse effects must be long-term: and the long-term substantial adverse effects must be on normal day-to-day activities.'
(Equality Act 2010)

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

From September 2020, Keeping Children Safe in Education has been updated to include a **NEW Definition of Safeguarding**.

The definition of safeguarding has been expanded to specifically mention 'mental and physical' health. Glasshouses School has always placed great importance on nurturing wellbeing and promoting ways to maintain good mental health. Our classrooms are organized so that they are kept neat and organised with minimum clutter, decorated in neutral colours, as are display boards. It helps the whole learning environment become a more communication-friendly place. We believe that this can have a very positive impact on children with additional needs and therefore makes our setting a more inclusive environment. With inspiration from the Danish 'hygge' way of life, we also believe that this creates a more calming environment for children

to learn, discover and play in. Too many bright colours and hanging displays can cause too much stimulation and children find it harder to focus.

We have an SEMH room (known as The Haven).¹ This room is an integral part of the school and provides:

- A nurturing environment in which children can explore their emotional needs in a secure and supporting situation,
- Someone to talk to and a place to help children communicate effectively with their peers,
- Immediate support in unpredictable circumstances,
- Assistance with physical development,
- Opportunities for small group work in which children feel able to discuss issues which trouble them.

This accessibility plan will be published on our website.

Roles and Responsibilities

The Governing Body

The Governing Body has:

- Delegated responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy.
- A duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission Code of Practice (2002)
- A duty under the DDA (as amended by the SENDA) to publish the Accessibility Plan but not to:
 - discriminate against pupils in our admissions and exclusions, and provision of education and associated services.
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a disadvantage.
- A responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability.
- A responsibility to ensure the school provides an inclusive curriculum which is adjusted to meet the needs of all pupils.
- A responsibility to ensure that the school complies with all equalities legislation.
- Responsibility for ensuring funding is in place to support this policy.
- Responsibility for the effective implementation, monitoring and evaluation of this policy.

Headteacher

The Headteacher will:

- Work closely with the link governor and the SENCO to ensure this plan moves forward.
- Work in conjunction with the Governing Body to devise a new plan every three years.
- Annually review and adjust the Accessibility Action Plan.
- Organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination.
- Ensure that all school personnel, pupils and parents are aware of and comply with this plan.
- Report to the Governing Body on the procedures in place for school personnel with disabilities.
- Provide leadership and vision in respect of equality.
- Monitor the effectiveness of this policy by talking to pupils, school personnel, parents and governors.
- Annually report to the Governing Body on the success of the Accessibility Plan.

The SEN Co-ordinator

The coordinator will:

- Lead the development of this policy throughout school.
- Develop a voice for pupils, school personnel and parents/carers with disabilities in review meetings; by taking part in questionnaires; through discussion in PSHE.
- Ensure disabled pupils participate in all school events and activities.
- Work hard to eliminate harassment and bullying.
- Promote throughout the school positive attitudes towards people with disabilities.
- Work closely with the Headteacher and the nominated governor.
- Provide guidance to support staff.
- Provide training to all staff on induction and when the need arises.
- Keep up to date with new developments and resources.
- Annually report to the Governing Body on the success and development of this policy.

Nominated Governor

The Nominated Governor is Neil Thompson. The Nominated Governor will:

- Work closely with the Headteacher and the coordinator.
- Ensure that this policy and other linked policies are up to date.
- Ensure that everyone connected with the school is aware of this policy.
- Report to the Governing Body every term.
- Annually report to the Governing Body on the success and development of this policy.

School Personnel

School Personnel will:

- Comply with all aspects of this policy.
- Implement the school's equality policies and schemes.
- Report and deal with all incidents of discrimination.
- Attend appropriate training sessions for equality.
- Report any concerns they may have on any aspect of the school community.
- Maintain high standards of ethics and behavior within and outside school and not to undermine Fundamental British Values.

Role of Pupils

Pupils will:

- Be aware of and comply with this policy.
- Learn to recognise, understand and learn how to treat people with disabilities by identifying different kinds of disabilities and visualizing what it might feel like to be disabled.

Role of Parent/Carers

- Parents/carers will:
be aware of and comply with this policy.
- Be asked to take part in periodic surveys conducted by school.
- Support the school's ethos, which is built on consideration for others and equality.

Monitoring the Effectiveness of this Policy

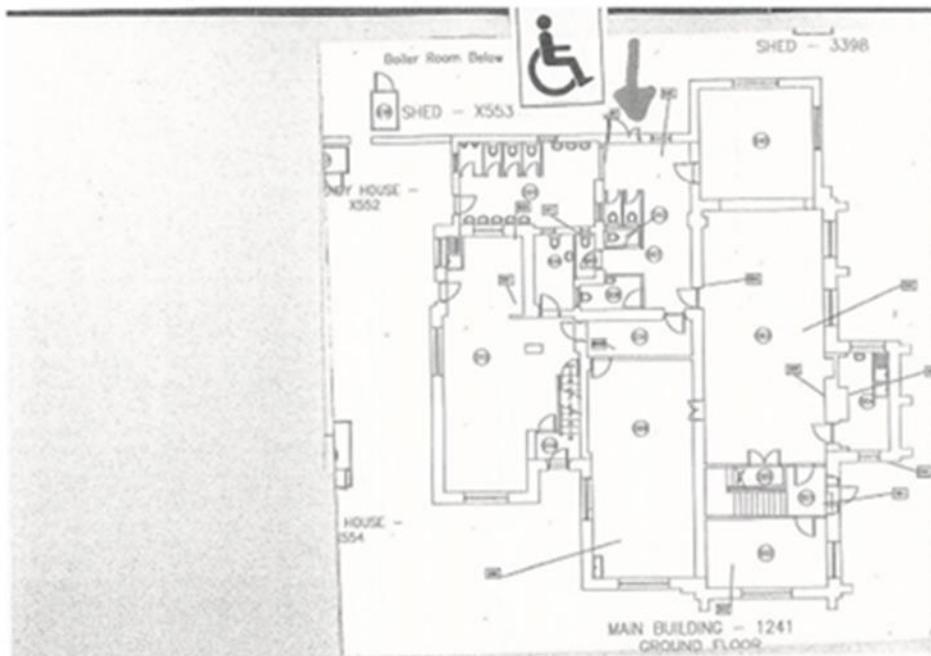
The practical application of this policy will be reviewed every three years, or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement for the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body after reviews for further discussion and endorsement.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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

A plan of the school buildings showing areas of accessibility is shown below



A plan of the school buildings showing areas of accessibility is shown above. Please note that wheelchair access is via the back of the building using the double rear doors.

Section1: How does your school deliver the curriculum?

Accessibility Audit Question	Strategies to ensure compliance	Timescale	Cost
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	<ul style="list-style-type: none"> CPD for all staff in dyslexia, DCD and autism awareness. 	All training to be completed by April 2020	£300

Are your classrooms optimally organised for disabled pupils?	<ul style="list-style-type: none"> • Audits of resources • Pupil Voice • Learning walks • SEN friendly checklist – self and peer auditing 	December 2019	
Do lessons provide opportunities for all pupils to achieve?	<ul style="list-style-type: none"> • Book looks • Lesson observations • Pupil Voice • Pupil Progress Meetings 	Termly	
Are lessons responsive to pupil diversity?	<ul style="list-style-type: none"> • Book looks • Lesson observations • Pupil Voice 	Ongoing	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	<ul style="list-style-type: none"> • Policies adhered to • Lesson observations • Pupil Voice 	Ongoing	
Are all pupils encouraged to take part in music, drama and physical activities?	<ul style="list-style-type: none"> • Afternoon curriculum organized to be broad and balanced and accessible to ALL pupils. 	Ongoing	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	<ul style="list-style-type: none"> • Staff Training • SEND Policy 		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	<ul style="list-style-type: none"> • No pupils currently require alternative provision, but if this was the case, training and new equipment would be sought. 		New resources when needed
Do you provide access to computer technology appropriate for students with disabilities?	<ul style="list-style-type: none"> • Word processing opportunities available for dyslexic/dyspraxic pupils on occasion. 	Ongoing	ICT equipment

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	<ul style="list-style-type: none"> • Risk assessments • Extra adults • Pre-visits by staff to ensure accessibility for all 	Ongoing	Finance available as and when needed.
Are there high expectations of all pupils?	<ul style="list-style-type: none"> • School ethos • Target setting • IEP meetings • Interventions to diminish the difference 	Ongoing	Interventions costs <ul style="list-style-type: none"> • Resources • TS time
Do staff seek to remove all barriers to learning and participation?	<ul style="list-style-type: none"> • School ethos • Target setting • IEP meetings • Pupil Voice • Interventions to diminish the difference 	Ongoing	

Section 2: Is your school designed to meet the needs of all pupils?

Accessibility Audit Question	Strategies to ensure compliance	Timescale	Cost
<p>Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?</p> <p>Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?</p>	<p>Currently (Oct 2019) all current pupils can gain access. If a wheelchair user joined our school, the following adjustments would have to be made.</p> <ul style="list-style-type: none"> • Disabled toilets to be moves (more accessible) Summer 2020) • Access from Class 1 to the outside area needs a ramp to make it accessible. • Library/ICT Suite not currently accessible • Signage to front entrance directing wheelchair users to rear entrance to be put up, lower doorbell by front door to be installed. • Paint to be applied to the edges of the 	<p>Plan to be updated if needs change</p> <p>Disabled toilets to be relocated Summer 2020</p>	<p>Building costs would require quotes from suitably qualified/assured building firms.</p> <p>Relocation of disables toilets</p> <p>Portable ramp to be purchased when necessary.</p>

	front steps.		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	<ul style="list-style-type: none"> • Signage to be renewed. 	By Summer 2020	Costing for signage
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?			
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	<ul style="list-style-type: none"> • Coloured backing paper in classrooms to be 'pared down,' softer, more neutral colours. • IWB background colours to be switched to more neutral colours. 		
Are areas to which pupils should have access well lit?	<ul style="list-style-type: none"> • All areas well lit, automatic lighting in cloakrooms etc. 		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	<ul style="list-style-type: none"> • False ceilings in place to reduce noise. • Ear defenders available for children 		Ear defenders
Is furniture and equipment selected, adjusted and local appropriately?	<ul style="list-style-type: none"> • Different sized chairs for children to decide on comfort. • Children with dyslexia, colour screening tests to be provided with exercise books and overlays in the diagnosed colours. 		Coloured overlays Coloured exercise books Specialty pens and pencils

Section 3: How does your school deliver materials in other formats?

Accessibility Audit Question	Strategies to ensure compliance	Timescale	Cost
<p>Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p> <p>Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?</p> <p>Do you have the facilities such as ICT to produce written information in different formats?</p>	<p>The school will make itself aware of the service available for converting written information into alternative formats, including Braille and different languages.</p> <p>School will review formats (written, visual and aural) used in school to ensure accessibility.</p>	<p>Ongoing and when necessary.</p>	<p>Costings to be worked out as necessary.</p>
<p>Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?</p>	<p>Staff Training</p> <p>ICT resources</p>	<p>Ongoing and when necessary.</p>	<p>Costings to be worked out as necessary.</p>