

**Accessibility Plan  
March 2017**



**Golborne Community Primary School**

**3-year period covered by the plan:**

**March 2017 to March 2020**

Plan agreed: March 2017

Plan Review: March 2020

Lead member of staff:

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The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled

#### **At Golborne Community Primary School:**

Our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment.

Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their knowledge. At the same time we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

Through first-hand experiences and subsequent understanding, we wish to cultivate in all our children not only the need to learn but also a pride in their work, respect for their surroundings and good relationships with others at home and at school.

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#### **Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities.

At March 2017:

- asthma
- eczema
- hearing impairment
- rare syndromes
- Allergies – including those requiring Epi-Pens

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We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents/carers and professionals involved with the children to ensure we provide the right care for their needs.

All people consulted value the ability of the school to cater for the differing needs of pupils.

### **The School's Context**

We are a community school for boys and girls age range 3 years to 11 years. The school comprises of one building covering a large site, of one storey construction.

### **The School's Aims**

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

**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.**

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Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
<b>Improving Access to the Curriculum</b>						
Ensure that all staff are adequately trained to meet the individual needs of pupils – this may include additional training for staff prior to a disabled person attending the school.	Parent/pupil/staff arrangements for meetings in place prior to pupil attending school.  Lines of communication established with paediatric nurse, parents and school staff if necessary.	SENDCo to organise communication and timelines	Immediately after a pupil is identified as to admit to the school.	SENDCo release time	Pupil induction and arrangements for access to the curriculum to be measured through pupil progress meetings and PIVATS	Pupil progress meetings termly. Termly SENDCo report to Governing Body
Considering amending the teaching/school day for a disabled person, including arrival and departure arrangements.	Headteacher to meet with parents if request is made.	Headteacher	Prior to a pupil being admitted and then by annual review	N/A	Access for pupils at different times in school day is maintained if necessary.	Pupil and parent annual questionnaire or responses

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Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
<b>Improvements to the Physical Environment</b>						
Purchasing furniture which can be easily moved to allow for movement of wheelchairs and toileting arrangements.	Incorporate in budget annually and / or amend if individual needs must be met when the child is admitted	Headteacher/Resources Committee	Prior to a pupil being admitted and then by annual review	Allocated Budget	Pupils are more comfortable and can move easily in classes / toilets.	Pupil survey annually
Purchasing tables and chairs that can be adjusted to different heights.	Incorporate in budget annually and / or amend if individual needs must be met when the child / adult is admitted	Headteacher/Resources Committee	Prior to a pupil being admitted and then by annual review	Allocated Budget	Pupils are more comfortable and can move easily in classes.	Pupil and parent survey annually

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Target	Actions	Responsibility	Timescale	Resources	Measurable impact	Arrangements for Monitoring and Evaluation
<b>Improving Information for Disabled Pupils</b>						

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