

# Goddard Park



*Community Primary School*

*An Integrated Academy and Children's Centre*

*Headteacher: Mike Welsh*

*Everybody learns, everybody cares*

## **Goddard Park Community Primary School**

### **Accessibility Plan 2016 - 2019**

#### **Introduction**

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 Disability Discrimination Act:

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

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

#### **1A: The purpose and direction of the school's plan: vision and values**

Goddard Park Primary School is a learning community where pupils and staff alike are supported and challenged to achieve their full potential. It aims to ensure that every child succeeds by providing an inclusive education within a culture of high expectations, and by giving every learner the confidence they can succeed. Every child is made welcome irrespective of race, colour, creed or impairment.

Goddard Park Primary School therefore aims to:

- set suitable learning challenges
- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils

All staff are aware they have a duty to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Disability Discrimination Amendment Act 2005
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people

The school has a Single Equality Scheme of which this Accessibility Plan will be a key element which involves disabled pupils, staff, parents and members of the community in its development. The school has set the following priorities for the development of the vision and values that inform the plan:

- continue to audit existing provision
- identify areas of disability not fully provided for
- implement staff training to meet identified needs
- cost/plan for changes to the physical environment to meet identified needs
- enable relevant adaptations of the curriculum
- enable further development of pupil understanding of disability
- further develop strategies aimed at anticipating/preparing for pupils with disabilities

### **1B: Information from pupil data and school audit**

The school uses the broad definition of 'disability' as a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any child whose condition is currently stabilised by medication or a physical support, except for those wearing glasses.

The school provides effectively for the above groups of children:

- it has well trained teachers and support staff; supporting autism, developmental delays, speech and language and the range of moderate learning difficulties are a strength of the school
- a creative and skills based approach to the curriculum which encourages adaptability to meet all children's needs and maximises their access to the whole of school life
- the physical structure of the building is well suited to meet the majority of needs; Disabled toilets are available in three areas of the building.
- Effective interagency links which enable forward planning for pre-school disabled children

Children with special needs consistently make good progress as measured by statutory tests and teacher assessments.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Continue to track and monitor progress of individuals and groups of pupils with disabilities
- Use this information to inform the deployment of support staff and resources
- Use this information to support initiatives.

### **1C: Views of those consulted during the development of the plan**

The views and aspirations of disabled pupils and parents are sought through annual reviews, termly parents' meetings and regular less formal meetings.

The school has set the following priorities in respect of consultation on the plan:

- To extend the pupil voice – seek the views of the school council
- To ensure the school council is representative of all children

## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

The school has established skills in developing and adapting the whole school curriculum to meet the needs of a range of disabilities, providing challenge and support which has enabled pupils to make good progress. It therefore aims to build on these experiences in a systematic way to establish a sustainable framework which can be used to meet the needs of future pupils.

The school has set the following overall priorities for increasing curriculum access:

- Review all out of school provision to ensure compliance with legislation
- Audit staff training and arrange training for staff/ governors/ pupils and parents on Equalities

### **2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

The physical environment provides good basic provision for the majority of disabilities and a sound basis on which to build refinements. All new projects are assessed and developed with disability in mind.

The school has set the following priorities for physical improvements to increase access:

- Disabled parking to be signed in Daycare car park
- Improve wheelchair access from hall fire door
- Review play areas/equipment in playgrounds, consider a quiet garden, sensory areas
- Review gym equipment to ensure accessible for all and purchase as necessary e.g. wheelchair footballs
- Consider accessibility to Year 1 - 2 classrooms e.g. a stair lift, ramp
- Consider small ramps over door lips in some classrooms
- Light switches, power outlets and emergency alarm buttons, to be moved to wheelchair height as money allows
- Part of the counter in School office is lowered to a maximum height of 800mm
- Seek support from external agencies to access equipment e.g. Occupational Therapists to meet specific equipment needs
- Look into a Plinth for changing facilities in the Year 4/5 disabled toilets
- Consider visual emergency evacuation systems

**2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled will include:**

- ensuring that homework, timetables, policies, prospectus, newsletters etc are made available in other forms e.g. Braille, large print, simplified language, audio tape, electronic etc. if required

The specific needs of disabled pupils and families will continually be taken into account and common future needs will be anticipated, enabling a range of formats to be produced. Relevant support services will be accessed for specialised formats.

The school has set the following priorities for providing information for disabled pupils:

- Ensure all information is available in a variety of formats
- Review all current school publications and promote the availability in different formats for those that require it

The school makes its accessibility plan available in paper and electronic format and is also on the school website.

## Accessibility Plan 2016-2019

Individual Risk Assessments are provided for all children who require them ensuring individual needs are met

| <b>Improving the Physical Access and Equipment Available</b>                                      |  |                                 |
|---|--|---------------------------------|
| Item  | Activity   | Timescale                       |
| Accessible car parking  | Disabled parking to be signed in the Day-care car park   | 2016/2017                       |
| Improve wheelchair access from hall fire doors  | Ramps from both halls to be considered   | 2016/2017                       |
| Accessible play equipment   | Review play areas/equipment in playgrounds, consider a quiet garden, sensory areas, low level trails               | 2016/2017                       |
| Accessible gym equipment  | Review gym equipment to ensure accessible for all and purchase as necessary e.g. wheelchair footballs              | 2016/2017                       |
| Access to Year 1-2 classrooms   | Consider accessibility to Year 1 - 2 classrooms e.g. a stair lift, ramp  | 2016/2017                       |
| Access to outdoor areas from classrooms   | Consider small ramps over door lips in some classrooms   | 2016/2017                       |
| Light switches, power outlets and emergency alarm buttons   | To be moved to wheelchair height as money allows   | Ongoing                         |
| Improve reception facilities  | Part of the counter is lowered to a maximum height of 800mm  | 2017/2018                       |
| Accessible Equipment  | Seek support from external agencies e.g. Occupational Therapists to meet specific equipment needs                  | Ongoing                         |
| Accessible Changing facilities  | Look into a Plinth for changing facilities in the Year 4/5 disabled toilets  | 2016/2017                       |
| Emergency Evacuation Systems  | Consider visual emergency evacuation systems   | 2016/2017<br>unless<br>required |
| <b>Improving the Curriculum Access</b>  |  |                                 |
| All out of school activities are planned to ensure the participation of the whole range of pupils | Review all out of school provision to ensure compliance with legislation - See Trips and Visits risk assessments   | Ongoing                         |
| Audit of training for awareness of Equality issues  | Audit staff training and arrange training for staff/ governors/ pupils and parents on Equalities                   | 2016/2017                       |
| <b>Improving the delivery of Written Information</b>  |  |                                 |
| Access to classroom written information   | Ensure all information is available in a variety of formats  | As required                     |
| Make available school prospectus, newsletters and other information in alternative formats        | Review all current school publications and promote the availability in different formats for those that require it | Ongoing                         |

