

Gilmour Junior School



‘Learning together – growing together’

Accessibility Plan

GILMOUR JUNIOR SCHOOL POLICY FOR DEVELOPING AND REVIEWING OUR ACCESSIBILITY PLAN

3-year period covered by the policy: 2021-2024

Policy agreed _____ Date:

Policy to be reviewed: September 2022

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

In addition the protected characteristics set out in law include sex, marital status, pregnancy and maternity leave status, disability, race, sexual orientation, gender reassignment, religion/belief and age. This legislation states that **every employee and potential employee has the right to equal opportunities at work.**

The Equality Act 2010 sets out the legal obligations that schools, early years' providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. (see Gilmour Equality Objectives 2021-24).

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body – in Gilmour Juniors it is The Governing Body must prepare

- an accessibility plan;
 - further such plans at such times as may be prescribed.
- An accessibility plan is a plan for, over a prescribed period—
- increasing the extent to which disabled children / young people can participate in the school's curriculum;
 - improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
 - improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,
 of information which is provided in writing for children / young people who are not disabled.
 - An accessibility plan must be in writing.
 - During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
 - It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2015) Updated September 2021

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

The School's Context

We are a maintained school for children / young people who age from 7 years to 11 years. The school comprises of one building covering an average site, consisting of one to two storey construction.

In the years 2020/21 we had 77 children / young people identified as having a disability under the given definition.

The School's Aims

Our School fully supports the vision of Liverpool Children's Services which states "the 'social model' of disability, which proposes that it is society which dictates who is excluded- not the nature of the disability itself.

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Liverpool Inclusion Local Context which states:

Liverpool has a wide range of provision for children and young people with special educational needs and disabilities. The local authority works in partnership with schools to ensure that provision is relevant and responsive to needs. Special schools have strong links with mainstreams schools to promote inclusion and in some instances; mainstream and special schools are co-located on one site. Specialist services and outreach providers from special schools are flexible in their approach to meeting need and work with schools and each other to ensure that all pupils enjoy full participation.

At Gilmour we pride ourselves on offering the best all round education for the best pupils in the city. From the arts to sport, from classroom work to outdoor education we really 'learn together and grow together'.

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **Headteacher**
- **SENCO**
- **TAs**

- **Parent representatives**
- **Child / young person – Year 6 group**

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The Plan will be published on the school website and paper copies including those with a larger font or printed on a preferred background will be made available upon request from the office.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Staff Development

- Health & Safety (including off-site safety)
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour Management
- School Development Plan
- School Brochure and Mission Statement
- Staff Handbook
- TA Induction Handbook

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: June 2021

Lead member of staff: Miss Ruth Frain

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		x		Areas such as ASC, ADHD, Dyscalculia and Down's Syndrome need continuous updating and whole school approach. This is an ongoing CPD offer from Consortia
All school staff and the governors have had access to training on disability equality and inclusion.		x		External provider sought for up to date training
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	x			All classrooms and adaptations take the children's needs into account and the classroom organisation is to that purpose.

Positive images of people with different abilities are apparent in the classrooms and the school generally.		x		This has been a focus of Inclusion week prior to Covid and needs to be re-established.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	x			Evidence in EHATs/ EHCPS and reviews. School is committed to a broad and balanced curriculum for all.
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	x			1:1 support for children with additional and medical needs, TA support and IEPs for all children on SEN register
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	x			As above
Staff recognise and allow for the mental effort/additional time	x			Provision mapping for children with Social Communication and

required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.				Interaction needs and placement of children in class for those with hearing and visual impairment takes this into account.
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.		x		
Provision of laptops or e-devices are considered to aid recording and / or communication.	x			
School visits are subject to a regular review to ensure increased levels of access or alternative experience.		x		To be reviewed as this is brought in post Covid
The school links with other schools to share good practice.	x			Active member of JUSCO and South Consortia
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.		x		REACH curriculum is constantly under review for these aspects
Access Arrangements are used when appropriate to support	x			Stated in Pupil Profiles

children / young people with accessing assessments.				
The school signpost children, young people and families to further support e.g.LivPac, ASC Pathway, ADDvanced Solutions, SENDIASS, Isabella Trust, MHST, CAMHS, Early Help, etc.	x			Part of parent consultations and parent support meetings. Prerequisite to referrals
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.		x		Under the remit of SEN Governor?

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	x			All children attending the school with additional needs have a pre visit to assess the needs and refurbishment takes place as necessary
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	x			Building, curriculum and staff development
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.	x			
The school has procedures to ensure the rigorous maintenance of specialist equipment	x			

and facilities.				
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.	x			
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	x			Bursar and SENCO review
With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i> , there a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	x			
Pathways of travel around the school	x			

site and parking arrangements are safe. Disabled parking spots are available.				
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	x			
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	x			
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.		x		Visuals for signage to be assessed

Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	x			Review at SEN meetings and in TA meetings with SENCo
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	x			
ICT facilities are used to produce written information in different formats as appropriate.	x			
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASC, occupational / physiotherapists, speech and language therapists, school		X x		Technology updates to be reviewed in staff training. Post Covid visits to site to be re-established

nurses, Health visitors...				
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	x			Parent representative group suggestions taken into account and complaints procedures as stated by policy adhered to.

Access Planning Template for Period 2021/22 – 2024/25

Lead member of staff: Miss Ruth Frain Date: September 2021

Date of Review: September 2022

Name of Reviewer: _____

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Gilmour Junior School will monitor the implementation of the plan and keep under review the access needs of the school.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	Development of Mental Health Awareness and the impact of this on children's wellbeing, resilience and access to the curriculum.	Appointment of a Mental Health Lead Identify opportunities for addressing mental health and well-being across the curriculum EMPH to work with	SENCO / SLT	E.g. Term 1 2021/22	1 Leadership session per week	Children feel they have an understanding of the ways in which to promote their own well-being through physical exercise, breathing and self-regulation techniques. – They have ownership of the techniques for resilience

		parents' groups Establishment of 'safe spaces' to promote positive management of well-being.				
Medium Term	<p>Incorporation of appropriate colour schemes when refurbishing to benefit children / young people with visual impairments and install window blinds.</p> <p>Teachers to be trained in areas of Social Communication and Interaction, Down's Syndrome, Dyscalculia, Attachment Theory and Children's Mental Health</p>	<p>Building improvements</p> <p>Up-date staff training where appropriate on; Asthma, Epilepsy, Diabetes, Hearing Impairment etc.</p> <p>Arrange training as soon as possible prior to any child joining the school with a specific medical condition.</p> <p>Access specialist training via external providers/ Consortia.</p>	<p>SENCO/ SLT</p> <p>All staff</p>	<p>Term 3 2021/22</p> <p>Term 2 2021/22</p> <p>Yearly updates or as needed</p>	<p>Budget Capital funding</p> <p>Consortia funding</p> <p>Cover for staff training</p>	<p>All children with SEMH, Physical and Medical needs have access to support through preparation, staff training and risk assessment to fully engage with the school and wider curriculum.</p>
Long Term	<p>School plans to improve access to designated areas over successive financial years.</p> <p>Establishment of a permanent Sensory Room</p>	<p>Yearly audit and review examine the success of children's outcomes and access to the curriculum</p>	<p>Governors SENCo SLT</p>	<p>2022/23</p>	<p>Planned into Budget and SDP</p>	<p>For support to be in place within the classroom and then through a specialist provision - sounds, smells and touch will be addressed so that children's learning</p>

						is not disrupted.
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Access Plan for Period 2021/22 – 2024/25

Improving access to written information

Area for Development	Action	Resources & Cost	Timescale	Responsibility
To ensure documentation is accessible for all parents/Carers and pupils.	Regular review of all documentation; Hard copies School website. School newsletter improves communication Communication identified in SDP/Planning spreadsheet	Checklist of good practice – font type and size, colour of background etc.	Termly checks to ensure documentation is accessible.	Headteacher School Admin SENCo

Additional Views from Consultation

Parent plan - use correct font and keep the message simple.

Ideas lego zones to self-regulate

Use of emojis

Key rings to place on desk

Use of language e.g. Rock stars need balance of rhetoric

Use growth mindset reward and effort not just success

Feedback re. IEP plan place on website.

Place to share resources parents find helpful

Print facilities for parents

Introduce buddy system

Friendship benches

Space for grounding shoes off etc.

Greet each child differently high five, little dance etc

Worry box

Cosmic yoga

Meditation - breathe work

School uniform review

Break out areas.

Outdoor bean bags

Unregulated sensory space

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: _____ Date: _____

Period of Plan being checked; _____

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?		
Access to the Physical Environment?		
Auxiliary aids and services?		
Teaching and learning practices?		
Staff training?		
Culture and ethos?		
Provision of written information?		
2. Are there targets that are;		
Short term?		
Medium term?		
Long term?		
3. Are there clear strategies to ensure targets fulfilled?		
4. Are there clear outcomes linked to the targets?		
5. Is there a realistic time frame?		

6. Are there indications as the resourcing of the plan?		
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Recommendations

Insert any recommendations made as a result of the checking exercise.