

**Gilmour Primary School**  
**Accessibility Plan**

Draft: 25/4/24

Adopted: 15/06/24

Review date: April 2025

**Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Definition of special educational provision**

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Gilmour Primary School has adopted this accessibility plan in line with the school's **Special Educational Needs Policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our **Special Educational Needs Policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **Equal Opportunities Policy** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **Special Educational Needs Policy** for an outline of our full provision to support pupils with SEND. The **Special Educational Needs Policy, Equal Opportunities Policy** and **SEN Information Report** can be found on the school website:

Gilmour Primary School's **Local Offer** can be found on the Liverpool Early Help Directory: [https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=5spY\\_kbT5ok](https://ehd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=5spY_kbT5ok)

The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Improving access to the curriculum

Area for Development	Action	Resources & Cost	Timescale	Responsibility
To ensure that all children can participate fully in the school curriculum.	<p>Liaise with pre-school providers to prepare for any additional needs or adjustment required for the intake of children into EYFS.</p> <p>Ongoing identification of children who may need additional support, reasonable adjustments or specialist resources.</p>	<p>EYFS release time.</p> <p>SENCo release time and specialist resources as required.</p>	<p>June 2023</p> <p>Ongoing</p>	<p>EYFS Manager</p> <p>SENCo -Infants</p>
CUSP curriculum	Adoption of new curriculum - all staff to understand Cognitive Load Theory and Adaptive teaching	CUSP curriculum (curriculum with Unity Schools Partnership) -evidence based led curriculum	Summer 2024-Summer 2025	Headteacher SLT SENCos

		<p>which is based on understanding of ambitious and supportive practice for all children (including those with SEND)</p> <p>Subject Lead release time</p> <p>INSET sessions</p>		<p>All classteachers</p> <p>Support staff</p>
<p>To ensure all staff are confident at making reasonable adjustment to ensure all children in their class fully access all learning experiences.</p>	<p>Up-date staff training where appropriate on;</p> <p>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>Continued staff training on ASD, Speech and Language Difficulties, SLD, Attachment Theory and Child Mental Health.</p>	<p>Trainers for specialist areas or delivered in house by SENCo.</p> <p>Cost for training (as required).</p>	<p>As required</p> <p>Ongoing</p>	<p>SENCo</p> <p>Specialist Trainers</p>
<p>Use of access arrangements for</p>	<p>This is part of all assessments practices, through teacher judgement</p>	<p>Staff meeting</p> <p>SLT monitoring</p>	<p>Ongoing</p>	<p>SLT</p> <p>SENCos</p>

assessment/National Test	and EP/SENISS recommendations (EHCPs)			All classteachers
To ensure all specialist equipment is fit for purpose.	Audit specialist equipment. Replace and up -grade as appropriate.	SENCo release time.  Cost for equipment (as required).	August 2024	Headteacher  SENCo
All out of school activities are planned to ensure that reasonable adjustments are made	Audit of clubs and trips  Evolve risk assessments identify adjustments necessary are in place (staffing ratio, preparation, transport etc.)	All teachers  SENCO  SLT  J Barrett	Summer 2024	Headteacher  SLT  SENCOs

### Improving access to the building

Area for Development	Action	Resources & Cost	Timescale	Responsibility
Maintain safe access around the school	All paths kept clear of overgrowing plants and other potential hazards e.g. branches.	Signage.  Site managers - maintenance of paths/ walk ways.	September 2024  Ongoing as part of scheduled maintenance.	Headteacher  Site Managers

<p>Maintain safe access around the interior of the school.</p>	<p>Consideration to be given to any changes to classroom furniture layout and multipurpose spaces.</p>	<p>Health and Safety Audits carried out by appropriate professionals.</p> <p>Caretaker to support maintenance of classrooms and shared spaces.</p>	<p>September 2024</p> <p>Ongoing</p>	<p>Headteacher</p> <p>Site Managers</p> <p>Class teachers</p>
<p>Improve Signage</p>	<p>Access for children/adults who are visually impaired</p> <p>Children with CVI to have access changes taken into account with flooring and lighting</p> <p>Cerebral visual impairment (sometimes called cortical visual impairment or CVI) is a disorder caused by damage to the parts of the brain that process vision)</p> <p>Displays take the above into consideration - obvious where walls start and finish.</p>	<p>Site managers</p> <p>Contractors</p> <p>Maintenance of displays, signs, paint and tapes.</p>	<p>September 2024</p> <p>Ongoing</p>	<p>Headteacher</p> <p>Site Managers</p> <p>Class teachers</p> <p>Support staff</p>

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 available School website. Access advice from SENSORY Support advisers Use of visualisers	Checklist of good practice - font type and size, colour of background etc.	Termly checks to ensure documentation is accessible.	Headteacher School Admin SENCo
Website - access information for all areas, particularly SEND and mental health	Website to be reviewed (NASEN) for accessibility	SENCo time NASEN review cost	Summer 2024	SENCo Headteacher Admin Staff Curriculum Coordinators SLT
Access for children/adults with English as an additional language	Ensure that documents have translations available	EMTAS	Summer 2024 Ongoing	All staff SENCOs SLT