



Accessibility Plan

2025-26

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Updated Review: October 2025

1. Aims

Schools are required under the **Equality Act 2010** to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

Gilmour Primary School are committed to providing an education and ethos that ensures equality of opportunity and achievement for all their pupils. The governors and school staff are committed to removing any barriers to learning and/or wellbeing to provide access to a broad and balanced curriculum for all pupils, irrespective of special need or disability. This involves providing access and opportunities for all pupils without discrimination of any kind, and opposes all forms of unlawful or unfair discrimination whether it is because of race, colour, ethnic or national origin, gender, sexual orientation, religion or beliefs, or any other requirement which places an individual at a disadvantage.

Our school is committed to ensuring staff are trained in equality issues with reference to the **Equality Act 2010**.

Our plan is available online on the school website, and paper copies are available upon request.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) guidance for schools on the [Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make reasonable adjustments for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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, 2015) 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.

4. 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.

5. Links with other Policies / Guidance

- Risk Assessments
- Safeguarding Policy
- Health and safety Policy
- Special Educational Needs (SEN) Information Report
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

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 pupils, increased access to the curriculum, physical access to the school and access to information particular to pupils 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: Learning Together, Growing Together.](#)

Gilmour Primary School's **Local Offer** can be found on the [Liverpool Early Help Directory.](#)

6. Current Assessment of Accessibility

The following outlines priorities across the school. Progress on these measures will be updated annually and reported to the governing body.

Access to the Building

Gilmour Primary School manages and improves the physical environment of the school buildings and grounds. The needs of future cohorts and any staff appointed with disabilities will be assessed and provision made as they arise. The school has the following facilities / ensures there is access to:

- Disabled toilet access on both school sites ensuring that they are in a fit-for-use condition.

- Wheelchair access via ramps (infant department).
- Disabled parking facilities.
- Blinds in classrooms to reduce glare
- Carpeted classroom areas (to support the sensory access within an environment)
- Consideration of lighting (e.g. high frequency lighting in corridors, dimming lights in classroom spaces)
- Individual adaptations made for specific pupils (e.g., chair supports and individual work stations)
- Considerations given to classroom furniture and layout (e.g. pupil seating arrangements to provide optimal learning for those with hearing difficulties)
- Hand-washing / sink areas within classrooms.
- Clear internal and external signage around the school site (e.g. to indicate toilet facilities, medical supplies, entry and exit points).
- A one-way system implemented to improve safety in-line with Covid-19 regulations.
- Site Managers to ensure all paths are kept clear of overgrowing plants and other potential hazards e.g. branches.
- Personal Evacuation Plan are in place for those pupils who require this individualised risk management.

Access to the Curriculum

The Teacher Standards (2012) and SEND Code of Practice: 0-25 Years (2015) require all teachers to ensure all pupils in their class access learning and that they make adaptations to the curriculum, learning environment and opportunities in school to ensure this is achieved. Some of the ways in which Gilmour Primary School provide a highly inclusive curriculum and learning environment are:

- The development of a Gilmour Primary adaptive teaching 'toolkit' with the most successful strategies and scaffolds shared by teachers based on their delivery of high-quality teaching and learning.
- Adoption of a CUSP Curriculum Model. An evidence-led curriculum structure that is based upon cognitive-load theory. There is regular retrieval practice and lessons are underpinned by explicit vocabulary instruction using dual coded Knowledge Organisers and Notes.
- Use of DfE access arrangement for statutory testing. This is part of all assessment practices, through teacher judgement and/or informed by external agencies such as an Educational Psychologist.
- Soft landings, using Breakfast Club provision and/or personalised routines as part of the SEND graduated approach.

- Teachers planning collaboratively with year group partners and additional adults to make adaptations that support pupil participation and engagement across the curriculum (e.g. stem sentence scaffolds, use of manipulatives, dual coding) whilst maintaining high expectations for all.
- Visual timetables, now-next boards, checklists and task organisers to improve access, but encourage our long term aim of independence.
- Responding to the recommendations made by Outreach/Health services to ensure that the strategies and resources recommended have optimal impact on access.
- Responding to the views of pupils with SEND and their parents/carers through Parents' Evenings, and SEND Support Plans, EHC Annual Reviews and/or as part of school's graduated approach.
- Evolve risk assessments identify adjustments necessary are in place (including: staffing ratio, preparation, transport, medical needs)
- Transition planning with pre-school providers to prepare for any additional needs or reasonable adjustments for the intake of pupils into the Early Years Foundation Stage.
- Individualised responses to pupils who require additional support/ reasonable adjustments/specialist resources (e.g. noise-cancellation headphones, sensory diets, "chunking" curriculum content, visualisers, access to new technology devices).
- Up to date staff training, as appropriate and including medical conditions such as: asthma, epilepsy, diabetes, hearing impairment. School arrange training in a timely manner to respond to any pupil joining with a specific medical condition.
- Continued staff professional development in response SEND and school's SEND context, such as Autism, Speech and Language Difficulties, Children's Mental Health and Safeguarding.
- Where appropriate, disabled students are equipped with new technologies to assist them in accessing curriculum content and information, and if required, specialist ergonomic furniture will be purchased to enable those with a disability to learn.

As detailed in our SEND Policy and SEND Information Report, the school makes every effort to be as inclusive as possible and adhere to the SEND graduated approach. The school works in partnership with parents/carers through the stages of the child's school life, and in some cases this will include a review of needs to make adjustments in response to a child's Education, Health and Care Plan or medical needs.

Access to Information

School are developing their preferred formats and platforms to share information within the school community to provide access to pupils, parents/carers, staff, visitors, including those individuals with SEND, disabilities and /or medical needs. Currently the school shares information about their school

day, curriculum, whole school events and policies using a school website, newsletters, text message/email alerts via an online platform, social media accounts and a welcoming open-door policy. Hard copies of policies, newsletters and homework tasks can be provided upon request.

Our school website continues to improve its accessibility to ensure there are no barriers that prevent interaction with, or access to school information. School are working hard to ensure the website is easy to navigate, and contains valuable information regarding, such as our school values: *appreciation, unique, enjoyment, health, ambition and resilience*. There is also a link to Google Maps for users to plan their route.

School leaders continue to review their approach to sharing homework tasks, and good practice models when considering typed documentation, for example accessible font styles, size and colour.

6. Next Steps

School have identified the following priorities in regards to further improving their accessibility plan:

Accessibility support pupils with Cerebral Visual Impairment (CVI) within our mainstream setting. 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). The school will arrange for training about the medical condition, then review the accessibility plan in line with best practice recommendations that are reasonable adjustments within our setting, for example, consideration of flooring and lighting and the classroom sensory environment (e.g. where walls start and finish, de-cluttering of workspace).

Further develop our information sharing to support pupils and their parents/carers who have English as an additional language, for example the use of translation technologies or services to facilitate the translation of documents and/or in person meetings (e.g. EMTAS).

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7. Summary

The School's Senior Leadership Team and Health and Safety (Site) Managers will continue to take ownership of actions to improve accessibility.

Next review: October 2026 (or in response to school evaluation).