



## **Goostrey Community Primary School Accessibility Plan: 2020 to 2023**

### **To be reviewed spring 2023**

#### **Introduction**

Schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation. An accessibility plan is a statutory document and should be:

- Reviewed every three years
- Approved by the governing board, who are free to delegate to a committee of the governing board, an individual governor or the head teacher

#### **Definition**

The definition of disability under the law is a wide one. A disabled person is someone who has, “a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities”

#### **What the Plan Does**

The Accessibility Plan will contain relevant and timely actions to increase access to education for pupils with disabilities in the three areas required by the planning duties within the Equality Act 2010.

1. Increase the extent to which pupils with a disability can participate in the school curriculum
2. Improve the physical environment of the school, to increase the extent to which pupils with disabilities can take advantage of education, benefits, and facilities, and any associated services provided.
3. Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary, and school will work in conjunction with Cheshire East to ensure adequate resources are provided to implement this plan.

There is an action plan at the end of this document.

### **Current position**

At Goostrey Community Primary School, we are fully committed to establishing equality for all pupils, their parents/carers, staff and other users of the school. We treat everyone as individuals, including those with disabilities. This is explicit in our intent:

## **Intent**

### ***Learning and Achieving Together***

#### **The aim:**

Our curriculum lies at the heart of the school. Its aim is to develop the whole child and encourage a love of learning within the environment of a supportive, school community.

Our school ethos is based on four school rules for all to follow:

**Always Try Your Best.**

**Be Friendly and Polite.**

**Care for Others and the Environment.**

**Work Hard.**

**Underpinned by – Always treat others as you would like to be treated yourself**

**These rules support the pupils so they:**

- Feel safe and valued within their environment
- Reach their academic potential.
- Have the tools for future learning.
- Develop the skills to be analytical, evaluative and reflective.
- Engage with the wider community, through an inclusive and tolerant outlook.

### **The Curriculum - the vehicle – how we will get there**

Underpinning the teaching and learning in school, to reach our aims, are the following drivers:

**Excellence   Inclusivity   Community   Diversity   Challenging   Reflective**

### **Our Pupils – end of the journey – what we aim to achieve**

The learning experiences of all our pupils have been optimised

Each individual child has been developed through a well-rounded school experience

Every pupil feels successful and ready for the next stage

If we get this right, then our pupils will be:

**Knowledgeable   Motivated   Curious   Healthy   Resilient   Independent   Creative**

## Consultation

There are a low percentage of disabled children within GCPS. In individual cases we;

- Carry out consultation and building audits with pupils, parents, teaching professionals and health agencies/social services and Governing Board, as required.
- Seek parental views at annual review meetings and less formal meetings throughout the year
- Hold individual discussions with disabled parents/carers as requested to make reasonable steps to meet their needs
- Liaise with local authority (Cheshire East) regarding resourcing individual needs where necessary, and for annual Health & Safety and building compliance visits **eg grant from CE to upgrade the fire detection system enhanced accessibility for all.**
- Conduct risk assessments for activities/school visits/performances, in liaison with parents/carers external agencies/providers

## Employees

- Review accessibility for staff who declare a disability, risk assess and make reasonable adjustments as required to ensure they can carry out their work effectively without barriers **eg disabled space for car identified on staff car park- used in the past by a member of staff with limited mobility**
- Ensure recruitment processes provide persons with disabilities with equal opportunities

## Strengths in working with disabled pupils

The school regards its main strengths in working with disabled pupils as:

- Determination to ensure Goostrey School is inclusive for everyone.
- Addressing the needs of individual pupils and adults.
- Robust procedures established and followed for assessing disabled pupils/ pupils with medical needs which don't currently fall in a disability category, making adaptations as necessary
- Close liaison with a wide range of external agencies to access expertise as needed.
- Pupils and Governor building walks to assess areas pupils feel may need improvement.

### **Areas that require improvement in the long term**

The school's weaknesses in working with disabled pupils are:

- Key Stage 2 accommodation in an old Victorian building, with limited potential to make adaptations. Long term goal is to be on one site.
- First floor level classrooms inaccessible for pupils with limited mobility. As the cost and positioning of a lift is prohibitive, classrooms are rotated to meet the need of pupils, allowing ground floor access to provide classroom facilities.
- Access between the split site buildings: the steps and pathway between the 2 sites (not within the boundaries of school premises) require improvements to allow for suitable access for users with limited mobility. Determining who is responsible for this area is ongoing – meeting with CE 03 03 20 possibility of the steps being upgraded was discussed – also ongoing discussions with Highways, local councillor and sustainable travel rep.
- Access to stage – this is managed by using low level block staging as an alternative.
- Having completed CE accessibility audit a portable hearing loop and low level coat hooks to be installed summer 2020.

### **Summary of Achievements to date**

- Installation of pupil specific area for medical and personal needs for former pupil
- Portable ramps where required
- Short term adjustments for pupils after major operations affecting mobility.
- Black out blinds installed in classrooms to make whiteboard screens more visible
- Safe Handling training for key staff.
- Rolling programme introducing led lighting, minimising flicker, improving vision for all pupils.
- Liaison with specialist hearing impaired services in use of individual equipment
- Liaison with Speech & Language services and referrals made as appropriate.
- Cheshire East Parent Partnership information made available to all families of pupils with disabilities
- Appointment of staff for 1 to1 support for pupils with disabilities. Ensuring trained as appropriate and supported by school.
- Catering team preparing specialist meals for pupils with allergies as required.

- Specific coloured paper used for individual pupil requirements following dyslexia assessments.
- Ensuring visitors, when they make us aware of disabilities, are welcomed and needs met
- Liaison with families – regular meetings with all relevant school staff and all actions followed up.
- Epilepsy training made available for all staff
- Epipen training delivered by health professionals
- Asthma inhaler training delivered by health professionals
- Medical needs updated for pupils and colleagues, when any changes are made
- Family support worker referrals made via Visyon, through HCDCP funding.
- Referrals to CAMHS and Education Psychologist as appropriate.
- Staff consulted on individual requirements to meet their needs
- Specific risk assessments – specific to individual staff needs as well as allowing pupils with disabilities access residential and day visits

**Areas of development are in the action plan below:**

**Action Plan**

| <b>Aim</b>   | <b>Date of Action</b> | <b>Action</b>   | <b>Success Criteria</b>  | <b>Lead person</b> | <b>Cost review</b> | <b>Timescale</b> |
|--|-----------------------|---|--|--------------------|--------------------|------------------|
| One site   | Ongoing               | As appropriate  | One site   | GB                 | Capital project    | Aspirational     |
| Increase awareness of equality of opportunity for access | Spring 2020           | To inform families of updated Accessibility Plan, inviting comments and areas for consideration | Inclusion of families, acting on comments, increasing disability awareness issues. | LA and JSL         | Minimal            | Spring 2020      |

|   |                      |   |  |           |                        |                    |
|---|----------------------|---|--|-----------|------------------------|--------------------|
| Improve classroom environments by continuation of LED lightfitting replacement programme                          | Rolling programme    | Budget to continue Strategic Building Plan work programme.  | All pupil areas updated, reducing possibility of flicker affecting concentration, eye strain and photosensitivity.                               | GB/LA/JSL | 2K over next two years | Completion by 2022 |
| Review curriculum access for individual pupils  | On going as required | Pupil pen portraits/ School Focus Plans/EHCPs/Building Plans  | All pupils have access to curriculum & needs considered  | SENCo     | As required            | Ongoing            |
| Increase equality of opportunity between disabled /others   | Ongoing              | Continue promoting disability awareness and understanding through assemblies, resources awareness events and visitors in school sharing life experiences. | Visible raising of awareness with positive attitudes to supporting awareness   | All staff | Minimal                | Ongoing            |
| Highlight key information for pupils with disabilities on medical lists/ CPOMS. Medical lists updated with staff. | Ongoing              | Have medical lists updated as new information received. Invite relevant professionals to lead training to provide understanding of pupil needs            | Staff know medical information on CPOMS/ in staffrooms & registers is up to date. Confidence in training providings positive condition awareness | JSL/NC    | Minimal                | Ongoing review     |

|   |           |   |  |   |                                 |         |
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| Ensure pupils with high level special needs are supported and have access to the curriculum.              | As needed | High level SEND pupils may need classrooms organised in different ways or may need to only access ground floor classrooms.<br>Equipment may need to be installed/purchased to support needs   | All pupils fully included                                  | All staff & external agencies as required | As needed                       | Ongoing |
| Ensure pupils requiring 1: 1 support do not become dependent on one person or lose their own independence | Ongoing   | Where possible ensure children do not have one key TA support. Ensure independence is encouraged through SFP targets. Pen portraits evidence progress and independence  | Children achieve their individual level of independence    | SENCo/all staff                           | Staffing budget                 | Ongoing |
| Building plan is reviewed with regard for accessibility annually  | Ongoing   | Reviews consider the changing needs of pupils and the building plan has flexibility for adjustment should reasonable adaptations be required for pupils or staff.<br><br>Building improvements works or additions to the buildings are made to provide access in line with legislation and recommendations. | Access requirements are met for individual pupils or staff | GB/SMT                                    | Maintenance/<br>Capital budgets | Ongoing |

|   |         |   |   |       |                               |                |
|---|---------|---|---|-------|-------------------------------|----------------|
| Steps and pathway between 2 sites is improved to allow access for all users including those with limited mobility/wheelch air users/pushchair access. | Ongoing | Governing Board currently in liaison with Cheshire East to determine when Highways will upgrade the steps for easier and safer use. | Access requirements are met for all school and community users. | GB/CE | Responsibility of CE Highways | Ongoing.       |
| Install / purchase a hearing loop   |         | As identified on CE audit   |   | JSL   | £500                          | By autumn 2020 |
| Install low level coat hooks in disabled toilets  |         | As identified on CE audit   |   | JSL   | £20                           | By summer 2020 |