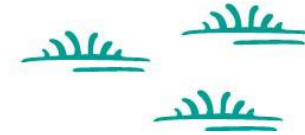


Accessibility plan

Gorringe Park Primary School

**Gorringe Park
Primary School**



Last review date	March 2024
Next review due by:	March 2027

Believe, Achieve, Succeed

This Accessibility Plan covers the period from March 2024 to March 2027

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Gorrington Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life. (If a school fails to do this they are in breach of the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted by the senior leadership team together with the school governors on a three yearly basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Equality policy
- Educational visits policy
- Health & Safety policy
- Special educational needs policy
- Behaviour policy
- School development plan

The Action Plan relates to the Access Audit of the School, which is undertaken by the Senior Leadership Team. It may not be feasible to undertake some of the works to accommodation and buildings during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Learning, Teaching and Standards Committee of the Governors.

The Plan will be monitored by Ofsted as part of their inspection cycle.

Gorringe Park Primary School Accessibility Plan

2024-2027 ACTION PLAN

Action	People Involved	Timescale	Budget Implications	Review/Comments
Focus on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	All staff depending individual needs	Reviewed half termly and when new children join the school	Varies depending on adjustment	
Provide staff awareness training on disability – specific focus to be decided, but aim is for teachers and teaching staff to be aware of the relevant issues and can ensure that this group has equality of access	All staff	Ongoing	Yes	
Audit teaching resources to ensure that adequate resources are in place to support pupils who may require it e.g. book stands, pencil grips, modified print texts, visual timetables, overlays for texts, reading rulers.	All staff	Reviewed half termly	£200 for additional resources each half term	

Ensure that all pupils, staff and visitors with sight problems have safe access to the building and resources to support their need: <u>General Building:</u> • Well lit corridors • Wide corridors, free of obstruction <u>Classrooms:</u> • Sat near board • Font is enlarged appropriately • Hand-outs adjusted • ICT tools (magnifier, zoom, keyboard, monitor) • Support from Visual Support team in Merton • Visual support used on staircases and stairwells for visually impaired	SLT Site Manager	Ongoing and reviewed when new children join the school	£200 for additional resources	
Ensure that all pupils, staff and visitors with hearing problems have safe access to the building and resources to support their need: <u>General Building:</u> • Clear signs <u>Classrooms:</u> • Acoustics are available • Sat near teacher, facing them • Visual Timetable	SLT Site Manager	Ongoing and reviewed when new children join the school	£200 for additional resources	

• Support for sign language in class / images • Sound system adjusted to suit their need				
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ACCESS AUDIT MARCH 2024

This audit covers the three main strands of the planning duty:

1. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, where possible electromagnetic doors, accessible toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills and specialist pens and pencils.

Constraints – Gorringer Park Primary School is over 100 years old. The school will take reasonable measures to ensure physical access, however financial, practical and design constraints will apply.

2. Increasing the extent to which disabled students can participate and achieve within the schools' curriculum.

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organisation and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs.

3. Improving the delivery of information that is provided in writing to students with disabilities

Any pupils requiring additional support are clearly identified on entry to Gorringer Park Primary School and throughout their time at the school. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation.

Answer: 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Increasing disabled pupils participation in the School Curriculum		1	2	3	4	Comments for school use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?			✓		Whole staff equalities training to be sought from Merton during 2023-2024 academic year.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓				Specialist training available through LA (e.g. portage service) and SEN teaching school and children's medical care teams. E.g. Cystic Fibrosis, Diabetes, ASD, Makaton.
3	Do all staff seek to remove all barriers to learning and participation?		✓			Excellent level of awareness from staff about those children who need additional support to ensure access to the curriculum. Support sought from expert professionals.
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?		✓			SEN support is excellent with personalised and timely interventions/further teaching. Children with an EHCP are supported through targeted intervention.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				Monitoring of club attendance needed to ensure inclusion. All children participate in music and drama. PE lessons are adapted to suit the needs of individuals.
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓				Children with disabilities are supported by staff to participate in physical education with reasonable adjustments made where necessary. Modified equipment available e.g. sponge balls/larger racquets.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓				Staff work together to ensure children with disabilities are fully included in the curriculum. Reasonable adjustments are made for children with specific physical disabilities and medical needs.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	✓				Children with disabilities are given appropriate additional time where needed.

9	Do you provide access to appropriate technology for those with disabilities?	✓			Where necessary, equipment is provided.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✓			Yes – risk assessments carried out to look at accessibility. Children supported by staff to participate. Residential trips require pre-meetings with parents to be clear on specific needs when staying away. It is our policy to include all pupils.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	✓			As required for specific pupils.

Improving the delivery of information to disabled pupils		1	2	3	4	Comments for school use
12	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓				Communication in Print used where necessary, further support would be sought where necessary.
13	Do you have the facilities such as ICT to produce written information in different formats?	✓				
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	✓				Email, text and print currently. Other formats can be made available on request.

Improving the physical environment of the school		1	2	3	4	Comments for school use
15	Is furniture and equipment selected, adjusted and located appropriately?		✓			Checked by site manager. Class teachers decide on appropriate layout for class, considering needs.
16	Are pathways and routes logical and well signed? (<i>both internal & external</i>)		✓			Additional signage externally and internally can be made available if needed.
17	Do you have emergency and evacuation procedures to alert ALL pupils?	✓				Procedures put in place for individual pupils where necessary. All pupils evacuated and accounted for within 5 minutes.
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		✓			Yes, but may need adjusting if new pupils with specific needs join the school.
19	Do furniture layouts allow easy movement for pupils with disabilities?		✓			Decided by class teachers when they are aware of their classes. Inclusion Lead gives support with decision making.
20	Are quiet rooms/calming rooms available to children who need this facility?	✓				Nurture room and tent available. Sensory room in progress.
21	Are car park spaces reserved for disabled people near the main entrance?			✓		No parking at all on site, but can be made available as and when required. Disabled people able to park on the road immediately adjacent to the school.
22	Is easy movement around the site and the main entrance possible?	✓				Corridors are wide and almost all facilities are on ground level, or could be brought down to ground level if needed.
23	Do any entrance steps have a contrasting colour edging?			✓		There is contrasting tape on the edges of the ramp leading in from the main entrance. If a partially sighted child or member of staff were to attend the school then we would ensure the remainder of the school was taped appropriately.
24	If there are steps, is a ramp provided to access all main entrances?	✓				Main entrance and one additional entrance have ramp access.

25	Is there a continuous handrail on ramps and steps to main entrances?		✓			Main entrance is a wide ramp with a very slight incline to cover one step, so hand rail not required. Additional ramped entrance has a continuous handrail.
26	Is it possible for a wheelchair user to get through the principal door unaided?		✓			Wheelchairs can access through most significant entrances but need to be accompanied as doors close and are required to be held open.
27	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			✓		There is a lobby – may need help to keep doors open.
28	Do all internal doors allow a wheelchair user to get through unaided?			✓		The width is sufficient but some doors automatically close or require them to be pulled towards people.
29	Do all the corridors have a clear unobstructed width of 1.2m?		✓			All apart from the corridor to one unoccupied classroom.
30	Does each block have a wheelchair accessible toilet?	✓				
31	Does the school have accessible changing rooms/shower facilities?			✓		Changing rooms, but no shower facilities.
32	Do any internal stairs have contrast colour edgings?			✓		Main staircases have reflective edging.

33	Is there a continuous handrail on each internal stair flight and landing?	✓				
34	Does the school have a lift(s) that can be used by wheelchair users?			✓		No lift at all
35	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			✓		Would need help with doors at some exits.
36	Are non-visual guides used to assist people to use the buildings?			✓		Would require specific risk assessments based on individual need.

37	Is none of the décor confusing or disorientating for pupils with disabilities?			✓	Most corridors and staircases are painted white, with colourful displays, which might be disorientating for pupils with disabilities. Classrooms have been adapted in line with Clever Classrooms principles.
38	Is a hearing induction loop available (either fixed or portable) in the school?	✓			
39	Does the school have a "Soundfield" sound reinforcement system?			✓	Not a requirement for any children currently on roll.
40	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)			✓	Hearing impaired pupils would need to rely on staff or peers to alert them. Or a vibrating pager would have to be supplied for children with hearing impairments.