



Greenfylde C of E First School Accessibility plan

December 2021 – December 2022

Approved by: Full Governing Body

Name: Guy Adams Chair of Governors

Review Date: December 2021 **Extension with no changes until 31.08.22 for the life of Greenfylde C of E First School**

Next review date: December 2022

Our Vision

Our doors are open – everyone is welcome in Greenfyld C of E First School. As a school community we seek through shared service to support children, families and wider community; encouraging high expectation, hope and support for aspirations and an understanding that all deserve to receive and give respect and dignity.

“.....life in all its fullness” John 10:10

School Ethos

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church at parish and diocesan level. The school aims to serve its community by providing education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning of faith and promotes Christian values through the experience it offers pupils. The ethos of the school promotes the spiritual, moral, cultural, emotional, social and academic progress of every child. We strive for a safe, secure and positive learning environment, in which all learners can thrive.

Purpose of Plan

This plan shows how Greenfyld C of E First School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. Schools are required to produce and publish an accessibility plan as part of their commitment from the Equality Act 2010.

Definition of disability – See Equality Act 2010

A person has a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on person’s ability to carry out normal day-to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

School values

As a school, Greenfylde is very inclusive and seeks that every child and member of the school community can access the full wealth of experience that our school's provision can offer. Our ethos statement reflects our commitment to ensuring a high quality education for all backed by our own strong moral purpose.

Development of the plan

Our plan has been written with the whole school community in mind and takes account evidence sourced from children, parents, community, staff, Governors and external agencies. The plan will be shared via our school website and will be monitored on a termly basis by the SENCO in conjunction with the Headteacher and Governors. Adherence to this plan will be expected in all areas of school life regardless of any subject or area in consideration and training will be provided for staff in any key areas deemed appropriate by the SENCO, Headteacher and Governors.

Advice and Support

In implementing this plan both internal knowledge and skills and external ones will be utilised to bring about the best results. We have strong links with a range of external agencies and work in partnership with them to meet the needs of our school community.

Should there be any complaints or concerns regarding this plan these should be addressed initially to the Headteacher if informal or for formal complaints via the agreed complaints procedure which is available via the school website.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Staff have a wealth of experience in supporting additional needs and a number have attended formal training.</p> <p>Where children have specific needs staff are offered training in this area.</p> <p>Planned and ad hoc training opportunities are included each year.</p>	<p>Ensure classroom staff have specific training on disability issues</p> <p>Ensure all staff are aware of disabled children's curriculum access</p>	<p>Be aware of staff training needs Staff access appropriate CPD Online learning modules if required</p> <p>Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child</p>	<p>SENCO</p>	<p>On-going and as required</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>All staff aware of individuals needs</p>

	<p>All activities in school are open to all pupils including educational visits.</p> <p>Individualised timetables are used where appropriate,</p>	<p>Use ICT software to support learning</p> <p>Review PE curriculum to ensure PE accessible to all</p>	<p>Make sure software installed where needed</p> <p>Gather information on accessible PE and disability sports Seek disabled sports people to come into school</p>	<p>Computing lead</p> <p>PE leads</p>		<p>Wider use of SEN resources in classrooms</p> <p>All to have access to PE and be able to excel</p>
<p>Improve and maintain access to the physical environment</p>	<p>All buildings are accessible via flat access or via ramps.</p> <p>Disabled toilet facilities are available. In other toilets sinks and hand driers are visible due to the choice of wall colours around them.</p> <p>Ease of access to the main hall via electronic doors.</p> <p>Clear marking with yellow strips of ramps, entrances/exits, uneven surfaces, trees, posts and other hazards.</p>	<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors. <i>A habilitation assessment is carried out by outside agencies where needed to ensure that the specific needs of a child are met.</i></p>	<p>To create access plans for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through newsletter</p>	<p>SENCO</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>As required</p> <p>Induction and on-going if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>PLPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p>

	<p>Entrance area has alternative access with bell point outside to summon help.</p> <p>Panic alarm system installed across the school.</p> <p>PEEPs in place where required and monitored through regular fire drills.</p> <p>Sound field hearing support system available across the school.</p> <p>Fire escapes accessible and monitored daily.</p>	<p>Layout of school to allow access for all pupils to all areas</p> <p>SENCo and Class staff ensure PEEP's are in place and reviewed annually</p>	<p>Consider access needs during recruitment process</p> <p>Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</p> <p>SENCo Reviews Annually</p>	<p>Head/ Governors/ Site manager/ School Surveyor SENCO</p>	<p>Premises manager</p> <p>On-going</p>	<p>Access issues do not influence recruitment and retention issues</p> <p>Re-designed buildings are usable by all</p> <p>PEEPs in child's file and adhered to and amended where appropriate following each emergency evacuation</p>
<p>Improve the delivery of written information to pupils</p>	<p>Regular weekly information given via the newsletter to save overloading parents with information.</p> <p>Where applicable, parents supported in accessing information.</p>	<p>Review information to parents/carers to ensure it is accessible.</p>	<p>Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms</p>	<p>EYFS leaders/office</p>	<p>during induction</p>	<p>All parents receive information in a form that they can access.</p>

	<p>ICT used as appropriate with mobile hardware so that it can come to the children.</p> <p>Personal Learning Plans reviewed to include more of pupil and parent voice.</p> <p>Website has been redesigned to aid ease of access.</p>	<p>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</p>	<p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p> <p><i>These are reviewed termly by staff, parents and children.</i></p> <p>Access to translators, sign language interpreters to be considered and offered if possible</p>	<p>School Office Office/ Website design team</p> <p>SENCO</p> <p>as required</p>	<p>on-going</p> <p>on-going</p> <p>on going</p>	<p>All parents understand what are the headlines of the school information.</p> <p>Pupils and/or parents feel supported and included</p> <p>Suitable access delivered.</p>
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Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The buildings are all on one storey however within the main building there are differences in levels. Ramps are available to access all buildings and entrances are marked in yellow.	Ensure all children can access a classroom via a ramp for every year group.	HT/DHT	on-going
Corridor access	The school has few corridors but where these are located ensuring there is adequate access as compared to storage.	Staff to be vigilant regarding cloakroom areas and children hanging up bags and coats.	All staff	on-going
Lifts	There is a person lift in the entrance area for access to the library.	The area around the lift needs to be regularly checked to ensure accessibility. <i>The person lift is checked three times a year plus an insurance check.</i>	Office staff	on-going
Parking bays	n/a			
Entrances	All entrances have ramps to aid accessibility.	n/a		
Ramps	Ramps on buildings are maintained to a high standards and the start and end points are marked with slip resistant yellow paint.	Maintain high standard	Caretaker	on-going
Toilets	There is a specific disabled toilet behind the staffroom where a hoist is also available.	n/a as only just refurbished September 2016		
Reception area	Initially reception area is only accessible via two stone steps which cannot be adjusted due to listed building status. An alternative flat access is available and a bell has been	n/a		

	installed so that office staff can come outside to help. <i>A video call bell has also been installed at the front door.</i>			
Internal signage	Signage in relation to H&S is regularly checked. The site is slightly different in having a number of separate buildings. Yellow strip markings in place for all entrances/exits/steps/posts/trees/other hazards. To aid navigation all buildings are demarcated with a colour.	To ensure markings are clearly visible and if necessary re-painted.	HT/Caretaker	On-going
Emergency escape routes	These are monitored on a daily basis by the caretaker and involved flat access and appropriate signage. Where children have disabilities personal evacuation plans are in place.	SENCO to monitor effectiveness of PEEPs and that they are applicable to the individual.	SENCO	on-going