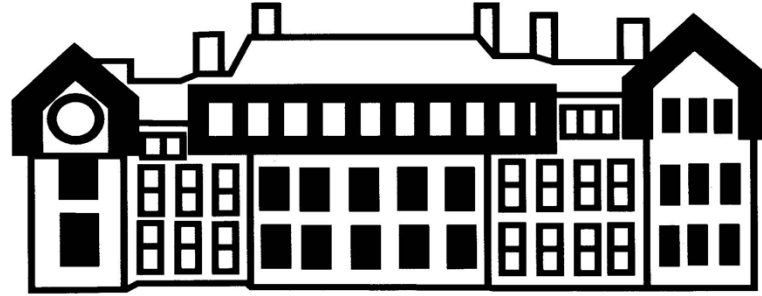


GORDON



SCHOOL

# Accessibility Plan

Ratification date: October 2021

Review date: October 2023

Signed \_\_\_\_\_ Headteacher

Signed \_\_\_\_\_ Chair of Governors



## Accessibility Plan – Part A: Improving the physical access at Gordon Primary School

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, parents, carers, governors and visitors.	<p>a) Create access plans / personal passports for individual disabled children.</p> <p>b) Teachers to share pupil passport information with support staff and volunteers to ensure continuity of care and consistency of approach for the children</p>	<p>a) Passports to be provided for current cohort of pupils by end of October 2022. Passports to be written for new pupils on arrival.</p> <p>b) As required.</p>	<p>a) Assistant Head (Inclusion) and teachers.</p> <p>b) Teachers</p>	The needs of disabled pupils are met as fully as possible.
Ensure the school staff and governors are aware of access issues.	<p>a) Provide regular reminders to parents and carers to let us know if they have problems with access to areas of school.</p> <p>b) Respond to information received to ensure adults can access areas of school used meetings and other events.</p>	<p>a) To coincide with termly Open Evening appointment letters.</p> <p>b) As required.</p>	Headteacher and Assistant Head (Inclusion)	Adults are able to attend meetings and events.
Ensure everyone has access to the reception/foyer area.	Check that nothing is preventing wheelchair access – the entrance is clear of obstructions.	Daily	Premises Manager	Disabled parents, carers and other visitors feel welcome.
Maintain safe access for visually impaired pupils and adults.	<p>a) Yellow lines to mark edges to be repainted in playground</p> <p>b) Visually Impaired Service to undertake an audit of individual pupil needs when a new child with visual impairment joins the school. Recommendations to be carried out.</p>	<p>a) By end of July 2022.</p> <p>b) Environmental audit to take place on request of the school.</p>	Premises Manager and Assistant Head (Inclusion)	The school site is safe for the visually impaired.

Improve accessibility on staircases.	<p>a) Lines on stairs to be re-painted.</p> <p>b) Dark stairwells to be painted a light colour.</p>	<p>a) By October half term, 2021</p> <p>b) Summer holiday 2022</p>	Premises Manager	Visually impaired children can use the stairs with improved safety.
To make it easier for pupils to access internal doors.	Where necessary, handles to be removed and locks changes so doors only need to be pushed or pulled	Summer holiday 2022	Premises Manager	Children can more easily move around the school.
To ensure that disabled people can be safely evacuated in an emergency.	<p>a) Ensure there is a Personal Emergency Evacuation Plan (PEEP) for all disabled pupils.</p> <p>b) Ensure all staff understand their responsibilities in evacuation situations by being aware of the pupil passports and PEEP information.</p> <p>c) Office staff to record number and location of disabled adults on the premises at all times.</p>	<p>a) Ongoing</p> <p>b) As passports are given out</p> <p>c) Ongoing</p>	Assistant Head (Inclusion), Premises Manager and office staff.	Disabled people can be evacuated in an appropriately timely and safe manner.



## Accessibility Plan – Part B: Improving the curriculum access at Gordon Primary School

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure staff and governors have specific training on disability issues.	<ul style="list-style-type: none"> <li>a) Identify training needs at regular meetings.</li> <li>b) Respond to training needs identified.</li> </ul>	Ongoing	Assistant Head (Inclusion)	Raised confidence and knowledge of all staff.
Ensure all staff are aware of disabled children's curriculum access.	<ul style="list-style-type: none"> <li>a) Maintain a system of personal passport for all disabled children.</li> <li>b) Share information with all agencies involved with each child.</li> </ul>	<ul style="list-style-type: none"> <li>a) Passports to be reviewed for current cohort of pupils by December 2021. Passports to be written for new pupils on arrival.</li> <li>b) As required</li> </ul>	Assistant Head (Inclusion)	All staff are aware of individual children's needs.
All school visits and trips are accessible to all pupils.	<ul style="list-style-type: none"> <li>a) Develop guidance for teachers on making trips accessible.</li> <li>b) Ensure venues and means of transport are vetted for suitability.</li> </ul>	<ul style="list-style-type: none"> <li>a) By November 2021</li> <li>b) As required</li> </ul>	<ul style="list-style-type: none"> <li>a) Assistant Head (Inclusion) and Educational Visits Co-Ordinator</li> <li>b) Teachers</li> </ul>	All pupils are able to access all school trips and take part in a range of activities.
Review the PE curriculum to ensure PE is accessible to all pupils and encourages participation by disabled pupils.	<ul style="list-style-type: none"> <li>a) Develop guidance for teachers on making PE accessible for disabled pupils.</li> <li>b) Review PE curriculum to include disability sports</li> </ul>	<ul style="list-style-type: none"> <li>a) By November 2021</li> <li>b) July 2022</li> </ul>	<ul style="list-style-type: none"> <li>a) Assistant Head (Inclusion) and PE Leader</li> <li>b) Assistant Head (Inclusion) and PE Leader</li> </ul>	<ul style="list-style-type: none"> <li>All pupils have access to PE and are able to excel.</li> <li>Support staff to support disabled pupils in PE lessons.</li> </ul>
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	As required	Assistant Head (Inclusion) and subject leaders	Gradual introduction of disability issues into all curriculum areas.

<p>Ensure there is availability of written material in alternative formats.</p>	<p>a) Advertise access for parents to Local Authority translation services in main reception.</p> <p>b) Ask parents about preferred formats for accessing information – braille / other languages, etc.</p>	<p>a) October 2021</p> <p>b) As required</p>	<p>a) Assistant Head (Inclusion) and office staff</p> <p>b) Assistant Head (Inclusion) and office staff</p>	<p>Adults receive school information in the most useful format.</p>
<p>Place signage in alternative formats around the school.</p>	<p>a) Display school office sign / “welcome” sign in various languages.</p> <p>b) Use “Communication in Print” signage and photographs around the school.</p>	<p>November 2021</p>	<p>Assistant Head (Inclusion) and office staff</p>	<p>All people will feel welcome in school and can find their way around.</p>