

**Accessibility Strategy Action Plan 2015-2018**  
**GRAND AVENUE PRIMARY AND NURSERY SCHOOL**

**Vision**

Grand Avenue Primary and Nursery school promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equalities Act 2010 and in particular the main duties:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring that the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognised that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

### Consultation, Implementation and Review

The accessibility action plan has been produced by Grand Avenue Primary and Nursery school in consultation with parents, young people and children, and specialist advisors. The action plan sets out how we plan to:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting against the agreed objectives which will be specific and measurable.

People who have contributed to this plan:

Name	Role
Mrs Barrington	Head teacher
Mrs Pitcher	Deputy head/inclusion manager
Mrs Tanner	SEND governor
Mrs White	SENCO

Other people involved in creating this plan:

Group	Responsibilities	No.
ASD steering group	Reviewing Strategy	2 (in addition to above staff)
Parents – inc those with disabilities and those with children with disabilities	Completing questionnaire	127
Pupils – with disabilities	Completing questionnaire	22

## 1. Accessibility Strategy Action Plan - Environment

### Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education.

	Priority	Action	Responsible Person	Timescale	Outcome
1.1	Ensure disabled pupils are able to engage in outside play activities	KS2 playground Development starting March 2016 – Ensure all areas are accessible for pupils – see plans.	Shona Pitcher and Hannah Gamble Company – Small Earth	March –July 2016	Disable pupils can effectively engage and enjoy the outdoor learning environment along with their peers.
1.2	Ensure disabled pupils are able to fully access the swimming pool	Swimming Pool redevelopment – Disabled changing rooms to be reconfigured and host and changing table to be installed	Shona Pitcher and Hannah Gamble	January – July 2016	Disabled pupils have full access to swimming lessons.
1.3	Ensure all parts of the school are accessible including outside environment.	When new disabled pupils apply for a school place a site survey is completed with the INCO or SENCO to check suitability and make adaptations as necessary.	Shona Pitcher/Carrie White	Before July each year.	Disabled pupils have full access to buildings and outside environment.

1.4					
-----	--	--	--	--	--

## 2. Accessibility Strategy Action Plan - Curriculum

### Increasing access to the curriculum

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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible Person	Timescale	Outcome
2.1	Reduce experience of bullying related to SEND pupils at GAP school	<p>Use of SIMs to record any bullying incidents relating to SEND in schools. Monitor and analyse bullying reports.</p> <p>All staff will be encouraged to complete the Anti-Bullying Alliance's free online training modules relating to SEND, available at this web address: <a href="http://www.anti-bullyingalliance.org.uk/onlinetraining">http://www.anti-bullyingalliance.org.uk/onlinetraining</a></p> <p>The school will review its anti-bullying policy and procedures to reflect SEND issues.</p>	SP and AM	July 2016	<p>Baseline for number of SEND bullying incidents is established. Incidents reduce over the duration of this action plan.</p> <p>School will have a clear anti-bullying policy and practices that include and are responsive to SEND issues.</p>

<b>2.2</b>	Ensure transition process from each year group is effective in informing next teacher of individual needs.	All classes have transition folders which are updated regularly. Staff to be aware of how to communicate effectively with individual parents. Behaviour plans and communication profiles shared with all concerned. Transition week held with lessons and opportunity for pupils to meet new staff.	SP, CW, JP and CT's	June/July each year	Pupils with disabilities are well supported by class teacher and additional adults and their needs are fully considered when in new class.
<b>2.3</b>	Ensure staff working with children with disabilities to continue to receive appropriate training and support	Inco and SENCO to ensure that class teachers are aware of individual needs. Inco to deliver induction for new staff. Inco and SENCO to provide relevant training opportunities for all staff. Inco and SENCO monitor effectiveness of the provision for individual pupils. Inco and SENCO ensure pupils have completed profiles.	SP CW	Review September and in July for new pupils	Pupils are effectively supported in accessing the curriculum, developing their independence and promoting social interaction.
<b>2.4</b>	All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation and reasonable adjustment guidance	SP	Review September and in July for new pupils	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements

### 3. Accessibility Strategy Action Plan - Information

### Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Action	Responsible Person	Timescale	Outcome
3.1	Families to have easy access to clear information regarding the support available for the children with SEN and disability.	<p>School to publish an SEN information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request.</p> <p>Ensure that any communication intended for a wide audience is written in plain English following guidance: <a href="http://www.plainenglish.co.uk/free-guides.html">http://www.plainenglish.co.uk/free-guides.html</a></p>		Annually	Families are Effectively supported and clear lines of communication are in place.
3.2	CYP at SEN support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way.	<p>Staff trained in pupil voice – talking with pictures.</p> <p>Person centred annual reviews and regular review meetings throughout the school year</p>	SP CW	Annually	Pupils are given the opportunity to share their opinions and these are acted on.
3.3	Ensure information provided to pupils is accessible.	<p>Ensure class teachers and additional adults make information relating to the following, available in different formats as necessary: Homework, Timetables, Worksheets, Teacher feedback, Notices, tests.</p> <p>This may include: : Recording information for pupils with learning</p>	SP CW	Termly	Disabled pupils have equal opportunity to access a range of texts and resources.

		difficulties or hearing impairments : Enlarging print for visually impaired : Simplifying language : Using picture symbol language for children with communication difficulties e.g. PECS Advice and support to be given by Inco/SENCO To be regularly monitored by Inco/SENCO			
--	--	---	--	--	--