

Gaywood Community Primary School Accessibility Plan - May 2016 – May 2019

In the light of the SEN (Special Educational Needs) and Disability Discrimination Act (DDA), all schools are required to have in place a written Accessibility Plan.

The following duties are recognised by the school:

- Not to treat pupils with additional needs less favourably for a reason related to their disability
- To make reasonable adjustments for pupils with additional needs (see foot note), so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, so that there is access to education for disabled pupils and to make the school buildings more accessible for pupils with additional needs

Contextual Information

Gaywood Community Primary School is a large Primary School in King's Lynn, West Norfolk and currently has around 420 pupils on roll aged 4 – 11. Children mostly feed into Springwood Academy but a few choose to attend KLA or KES. The school opened in September 2000 after an amalgamation between Roseberry Avenue First School and Gaywood Junior School. Gaywood Community Primary School is a one-storey building set in spacious grounds with two playgrounds and a large playing field. The school has 15 classrooms – 1 in the 'mobile' to the side of the school playground. The 'mobile' serves as a music room and both 'mobiles' are accessed via stairs or a ramp. The school also has rooms within the school that serve as a library, cookery room, nurture room, PE / dining hall and a media studio. One toilet contains a changing bed and there is also another toilet with a shower.

Current range of learning needs

In May 2016 there are 70 children on the SEND register under the following categories: - Physical and / or Sensory – 12 / Communication and Interaction – 17 / Cognition and Learning – 24 / Social, Emotional and Mental Health – 17. There are 38 children on the EAL (English as an additional Language) register because the pupil and / or their immediate family members speak a language other than English.

The School is required to prepare an Accessibility Strategy and Accessibility Plan for increasing the accessibility over time of the School for pupils with additional needs. The DDA requires us to plan for:

- a.) Increasing the extent to which pupils with additional needs can access the School curriculum;
- b.) Improving the access to the physical environment of the School
- c.) Improving the delivery of written information to pupils with additional needs

a) Increasing Access to School Curriculum

Gaywood Community Primary School aims to provide high quality, challenging and stimulating teaching, which is matched to the differing needs of our children. The School aims to be inclusive by continually reviewing what we do to ensure that children fulfil their potential regardless of EAL, SEN or disability:

- Staff and Governors review policies annually.
- The SIDP (School Improvement and Development Plan) sets targets to improve the quality of education, teaching, curriculum and assessment provided by the school
- All policy and aspect documents are written and reviewed to a policy outline, which includes reviewing each area with reference to children with SEN. Supporting policies are the Equal Opportunities / SEND policy / EAL policy / Curriculum policies / Anti-Bullying policy / Educational Visit policy.

b) Improving Access to the Physical Environment of the School

Gaywood Community Primary School was extended and remodelled in September 2003 and the building was designed to meet the requirements of the DDA current building regulations. Consequently, the building fully complies with the physical access requirements of the DDA. However, the School recognises that at some time some modifications may be required in the future to meet the specific needs of any pupils with additional needs and staff.

c) Improving Written Information

The School ensures our stakeholders have equal access to written information. We have the ability to produce key documents for pupils and/or parents in appropriate fonts and print styles. We have access to printing Braille via the LA and have even arranged translation services when required.

In summary, the School is implementing a strategy to cater for the needs of all pupils, including those with specific disabilities as per the following plan. It will be reviewed with community stakeholders, the Senior Leadership Team and Governors annually. This plan will be made available on the school website and as a paper copy to any parent who requests it.

Footnote - The DDA definition of disability is “A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.” The definition includes a wide range of impairments, including hidden impairments. If, for example, a child has an impairment affecting mobility, sight or hearing, or has learning difficulties such as a mental health condition, epilepsy, autism, a speech, language or communication impairment, asthma or diabetes then he or she may have a disability if the effect of the impairment on the child’s ability to carry out normal day-to-day activities is ‘substantial’ and ‘long-term’. Substantial in the DDA means ‘more than minor or trivial’ and Long-term means that the impairment has lasted at least a year or likely to last for at least a year.

Targets	Strategies	Costs/ Resources	Lead	Outcome	Timeframe	Goals Achieved
<p>To ensure all children and adults are considered equal and all are recognised for their strengths by all members of the school community</p>	<p>Whole School and Key stage assemblies / PSHCE lessons address issues surrounding disabilities and learning needs</p>	<p>None</p>	<p>SLT</p>	<p>All children are tolerant of each other</p>	<p>July 2017</p>	
	<p>Ensure policies surrounding bullying, racism, unsociable behaviours clearly state there is a no tolerance policy on the above and that procedures are adhered to by all staff who deal with any incidents that arise</p>	<p>None</p>	<p>SLT</p>	<p>All adults actively promote tolerance</p>	<p>April 2017</p>	
	<p>Circle of Friends is instigated for the most vulnerable children with social and communication difficulties</p>	<p>None</p>	<p>SENDCo</p>		<p>November 2015</p>	
	<p>Playtime leaders, Advocates and Buddies are briefed as to how they can support vulnerable children at play times</p>	<p>None</p>	<p>SLT</p>		<p>September 2016</p>	
	<p>MSA (Mid-day Supervisors) training to address support for vulnerable children</p>	<p>Training costs for MSAs</p>	<p>SLT</p>		<p>September 2016</p>	
	<p>Involve members of the community in events such as older people, people with additional needs, agencies that support people with additional needs – physically and mentally and also those that support older people and other vulnerable members of our society</p>	<p>Minimal</p>	<p>SLT</p>		<p>July 2017</p>	
	<p>Arrange for a wheelchair experience day once a year through 'GoKidsGo'</p>	<p>Cost of the wheelchair experience day</p>	<p>SENDCo</p>		<p>July 2017</p>	

<p>To ensure all those with visual impairments can access the school independently</p>	<p>Red rails installed in certain locations</p> <p>Key routes –‘flight plans’ - are colour coded with a marker on the wall – for example - From Reception to the studio, Disabled toilet, Kingfishers, Peregrines and Kestrels classrooms in Blue, Green to Library, Herons, Jackdaws and Ravens, Yellow to Swifts and Swallows, sandwich room and outside door, Orange to Key stage 1 and EYFS classrooms and lantern area.</p> <p>School redecorated with appropriate colour schemes to improve access for visually impaired children.</p>	<p>Costs to be identified.</p> <p>Potential of available grants e.g. Schools’ Access Initiative</p> <p>Programme of redecoration established and implemented. Summer 2014 phase 1.</p>	<p>HT</p> <p>HT</p>	<p>All visually challenged individuals can access all the school has to offer</p>	<p>2018-19</p>	
<p>To ensure all those using a wheelchair can open doors independently</p>	<p>Push button to electronically open doors</p>	<p>Costs to be identified.</p> <p>Potential of available grants e.g. Schools’ Access Initiative</p>	<p>HT</p>	<p>All individuals challenged by mobility issues can access all the school has to offer</p>	<p>2018-19</p>	
<p>All parents – potential and current – are aware of the local agencies they can access to support them and their children</p>	<p>Information such as ...EAL – language café, ASD support group</p> <p>Cando group is signposted from our school website</p> <p>The Child and Family Support worker can be accessed through the school website</p>	<p>None</p>	<p>SENDCo and HT</p>	<p>Children and families are supported to the best of our ability</p>	<p>2016</p>	

All children are aware of important information	Visual timetables are used in all classrooms Visuals and signs are used around the school in public spaces All staff members are known – display photos in public area (hall?) 'Widgit' to be used for consistency of symbols	Widget licence	ALL	All children are aware of what is going on and who the adults around them are and what their role is	September 2016	
Information is able to be accessed by all parents	Ensure emails can be accessed Ensure all classes are updating their blogs regularly To explore increasing the use of Tapestry to become a 2 way method of communication paying due consideration to safeguarding Ensure website is easily accessed by all of our community	Translation costs?	ALL	All parents can access the information they need about their children's education	September 2016	
To consider ways of improving accessibility for hearing impaired children	Investigate sound loop hearing systems and seek advice from LA Sensory Support team	Costs to be identified. Potential of available grants e.g. Schools' Access Initiative	HT	All aurally challenged individuals can access all the school has to offer	2018-19	

Reviewed with the following members of Gaywood Community who represent those with disabilities and learning needs – Mrs Harrowing, Mrs Solomka, Miss South, Mrs Mason, Mr Kershaw; Governor – Mrs Paterson; School staff – Mrs Waters (Inclusion Lead) and Mrs Rose (Child and Family Support worker) on May 12th 2016

Ratified by the Senior Leadership Team on May 20th 2016