



Gaywood Primary Accessibility Plan

Reviewed by:	Governing Body
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1. Duties

Schools' Planning Duty under the Equality Act 2010 states that schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal 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.

The following duties are recognised by the school:

- *Not to treat pupils who are disabled less favourably for a reason related to their disability*
- *To make reasonable adjustments for pupils with additional needs (see footnote), 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*

2. Contextual Information

Gaywood Primary School is a large Primary School in King's Lynn, West Norfolk and currently has around 398 pupils on roll aged 4 to 11. Our building is set in spacious grounds with two playgrounds and a large playing field. The school has fourteen classrooms and one mobile that serves as a music room and accessed via stairs or a ramp. The school also has rooms within the school that serve as a library, intervention room, PE and dining hall. One toilet contains a hoist.

3. Current range of learning needs

In Sept 2024 there were 66 children on the SEND register under the following categories reflecting their main area of needs: 4 - Physical and/or Sensory; 28 - Social, Emotional and Mental Health; 13 - Speech, Communication and Language; 13 - Cognition and Learning; We have 5 children with EHCP's. We also have 74 children classified as EAL (English as an additional Language).

4. Our Aims

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 schools 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

i) Increasing Access to School Curriculum

Gaywood 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.

ii) Improving Access to the Physical Environment of the School

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

iii) 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.

Targets	Strategies	Lead	Timeframe
To ensure all children and adults are considered equal and all are recognised for their strengths by all members of the school community.	<p>Whole School and Key stage assemblies and PSHE lessons address issues surrounding disabilities and learning needs.</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>SLT</p> <p>SLT</p>	Ongoing and policies reviewed annually.
Improve the physical environment of the school when necessary.	Provision of: adapted seating/wheelchairs/standing frames, writing slopes and implements, coloured overlays/paper and ICT backgrounds. Consider seating positions when medical advice is received.	SENDCo	Ongoing as needed
To ensure all those with visual impairments can access the school independently.	School redecorated with appropriate colour schemes to improve access for visually impaired children.	HT	September 2024
To ensure full access to the curriculum for all children.	CPD for all staff, differentiated curriculum-resources and activities supporting independence while improving abilities, new assessment procedures, a range of support staff and interventions, use of interactive teaching equipment, a range of multimedia technology use during lesson times, specific equipment sourced when necessary.	SLT	Ongoing
For all parents to be aware of the local agencies they can access to support them and their children.	Information such as EAL – language café, ASD support group, SEND Partnership Newsletters are shared via email.	SENDCo and Office	Termly or when received
To ensure a close partnership with parents continues.	To ensure collaboration and effective communication between school and families through: Class Teacher Parent Meetings or ZOOM and or phone calls, Parents' Evenings, school website, Class Dojo and regular newsletters	<p>SLT</p> <p>Class teachers</p>	Ongoing

All children are aware of important information.	Visual timetables are used on a needs basis. All staff members are known – display photos.	Teachers Office staff	Ongoing
Information is able to be accessed by all parents	Ensure emails can be accessed. Ensure website is easily accessed by all of our community. Class Dojo including translations.	All members of staff	Ongoing
To establish and maintain close liaisons with outside agencies for pupils with ongoing accessibility needs.	To ensure collaboration between all key personnel, eg SENDCo, Physiotherapist, Occupational Therapist, school nursing team, Educational Psychologists, SEMH Team, ALST, EP's Virtual School for Sensory Support, Early Help and practitioners, parents etc.	HT, SENDCo, TA's and Teachers	Termly and when needed
To ensure staff training for specific disabilities as appropriate	Training to be sought when required for specific disabilities and or medical conditions.	HT SENDCo	Ongoing
To monitor and further develop playground facilities and equipment.	Teaching Assistants, School Council to encourage playground games; School council to liaise with children regarding playground equipment.	HT and SLT	Spring 2025
To liaise with nursery providers to review potential intake for September 2025.	To identify pupils who may need additional to or different from provision for Sept 2025.	SENCO Teachers in YR and Key Stage Leads.	Easter 2025
To liaise with secondary providers to review and improve transition procedures.	To pass on information regarding SEND children, to liaise with SENCO's at High Schools regarding transition dates and arrangements.	Year 6 Teachers SENDCO	Easter 2025
To share ideas and expertise through WNAT.	Head Teacher's, Assistant Heads, SENCO and appropriate staff to attend termly strategy meetings.	HT's AHT's SENDCo	Termly