



## Accessibility Plan

Responsible Staff member: SENDCo/Teacher in Charge of The Lighthouse

Governor Lead: SEND Gov, Tia Bearne

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## **Guildford Grove Primary School**

### **ACCESSIBILITY PLAN 2022-2025**

#### **School Values: A culture of achievement where all can succeed.**

At Guildford Grove, we

- are responsible and respectful members of our diverse community
- are empowered to make safe, informed choices
- have high aspirations and a “can do” attitude to learning and we
- develop and foster our individual abilities and interests.

#### **Introduction**

This Accessibility Plan links in with the school’s Equality Policy and supports Guildford Grove’s approach to promoting equality, as defined within the Equality Act (2010).

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas:

- increasing the extent to which disabled pupils can participate in the school curriculum.
- improving the environment so that deaf adults & adults with any other disability have equality of access to communication and information technology.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

At Guildford Grove we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. The achievement of all pupils will be monitored on the basis of disability and we will use this data to raise standards and ensure inclusive teaching and learning. We will aim to provide our pupils with a firm foundation which will enable them to fulfil their potential, regardless of disability. We will seek to eliminate unlawful discrimination against pupils and staff by adhering to our duties as an employer under the legislation and we will comply with the Equality Act 2010.

We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We aim to identify and remove barriers to disabled pupils in every area of school life. We have high ambitions for our disabled pupils and we expect them to participate in all aspects of school life.

At Guildford Grove we will work actively to promote equality and foster positive attitudes and commitment to an education focused on equality. We will do this by:

- ensuring the building reflects the needs of disabled and sensory impaired users;
- ensuring that disabled and sensory impaired learners have reasonable adjustments made in order that they can access the curriculum as fully as possible;
- ensuring that disabled adults are held up as positive role models for all pupils.

## Gathering information

Guildford Grove Primary School has a resource for profoundly deaf pupils (The Lighthouse) - several of whom have additional, complex needs. Each of these children is registered as disabled.

Three times a year, all children are assessed and their progress is tracked. We break down our data in order that we can monitor the progress that disabled children make against their own targets and against their non-disabled peers. Teachers talk to the Leadership Team in formal Pupil Progress Meetings/Monitoring Meetings to discuss the progress made by each individual and the teacher talks through what modifications and adaptations are being made in order to continue with the expected level of progress for each child. Our data shows that children with **complex disabilities** (i.e. sensory impairments with or without additional needs) at Guildford Grove made good progress against their own targets but are often significantly behind their non-disabled peers.

The school site has had good modifications over the years and we can readily accept wheelchair/kaye walker users into any year group. We have adapted hygiene facilities that are used by several children. The school is well set up to welcome pupils and staff or visitors with a range of disabilities and we have staffing that is appropriate for children who have physical and wide-ranging sensory disabilities. Key staff members have manual handling training, and we have many staff with qualifications for interpreting lessons through sign as well as Teachers of the Deaf. All children have access to all areas of the curriculum but deaf pupils receive a somewhat alternative access to the music curriculum. British Sign Language is taught as a Modern Foreign Language.

We organise the curriculum so that there is full access to it by all children. Risk assessments for off-site visits are always looked at in terms of how our deaf/multi-sensory impaired pupils and physically disabled pupils can access the visit or at least gain as similar an experience as everyone else. Advice is sought from Physical and Sensory Support Service if we need additional assistance.

A sensory room is widely used in The Lighthouse by deaf and hearing children and also a purpose-built room for Speech and Language Therapy for deaf pupils. This has been the result of a previous school priority as it became increasingly necessary to provide stimuli in a variety of purposeful forms for our sensory impaired children and for children with sensory integration issues.

## ACTION PLAN FOR MAIN PRIORITY AREAS

### PRIORITY AREA 1: Maintaining the current situation whereby disabled pupils can participate in the school curriculum fully.

Target	Action	Success criteria	Time scale/Monitoring
(i) To provide appropriate spotlighting of BSL interpreters during assemblies and school shows when the hall is in darkness for dramatic effect.	<ul style="list-style-type: none"> <li>• Lighthouse staff to liaise with adult managing stage lighting regarding spotlighting.</li> </ul>	<ul style="list-style-type: none"> <li>• School performances have consistent approach to Deaf Awareness</li> <li>• Interpreters can be seen clearly by deaf pupils throughout performances.</li> </ul>	<p>Monitored by teachers of the deaf in advisory capacity.</p> <p>July 2019-22</p>
(ii) Lighthouse teaching assistants to have access to a set of LED clip-lights for use when classrooms need to be in darkness, in order to spotlight the signer.	<ul style="list-style-type: none"> <li>• LRI to purchase a set of 5 LED clip lights for general use.</li> <li>• Lights to be kept in audiology cupboard for easy access.</li> </ul>	<ul style="list-style-type: none"> <li>• Signers can be appropriately lit in classrooms.</li> </ul>	December 2019
(iii) Storage systems for radio aid equipment to be introduced and maintained, so as to guard against breakages or loss of receivers.	<ul style="list-style-type: none"> <li>• Teachers of the Deaf to design a more appropriate storage system with advice from other HI settings.</li> <li>• Equipment to be purchased.</li> </ul>	<ul style="list-style-type: none"> <li>• Children routinely store radio aid equipment safely each day.</li> <li>• Radio aid receivers are not worn home in error.</li> </ul>	December 2019
(iv) Portable soundfield systems to be made available for use in mainstream classrooms by all pupils with hearing impairments.	<ul style="list-style-type: none"> <li>• Local charities to be approached for sponsorship of soundfield systems over the 3 year period, with a view to acquiring a minimum of 6 systems (one per year group).</li> <li>• In-house staff training offered by Teachers of the Deaf on soundfield use.</li> </ul>	<ul style="list-style-type: none"> <li>• At least 2 new systems introduced annually.</li> <li>• Soundfield systems used consistently by class teachers.</li> </ul>	March 2022
(v) Children with Multi-Sensory Impairment continue to receive a high standard of curriculum adaptations.	<ul style="list-style-type: none"> <li>• Appropriate training organised for staff working with MSI pupils.</li> <li>• VI resources kept up-to-date.</li> <li>• Advice on VI resources and adaptation sought from PSS advisory team.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with MSI have full access to visual aids and written materials.</li> <li>• Reading books adapted to the appropriate font (as advised by PSS).</li> </ul>	July 2019-22
(vi) All children, regardless of their disability, to have appropriate access to lunchtime and after school clubs.	<ul style="list-style-type: none"> <li>• Provision of sign support arranged for individual children on a needs basis.</li> <li>• LRI to investigate whether volunteers can have a role in supporting clubs.</li> <li>• To continue to seek charity funding to help with the cost of communication support.</li> </ul>	<ul style="list-style-type: none"> <li>• All children with disabilities have the opportunity to attend a school club.</li> <li>• Clubs are appropriate supported by Lighthouse staff and volunteers.</li> </ul>	March 2019- March 2022
(vii) The school's feedback and marking policy adapted to meet the language and communication needs of deaf/MSI pupils.	<ul style="list-style-type: none"> <li>• Teachers of the Deaf to agree a coding system and feedback policy that suits children's stages of language development. All Lighthouse staff to receive training on how to give appropriate feedback and marking.</li> </ul>	<ul style="list-style-type: none"> <li>• All Lighthouse staff adhering to the policy as evidenced in books.</li> <li>• Children able to demonstrate an understanding of their achievements and next steps.</li> </ul>	March 2019-2022

<p>(viii) To be able to make any reasonable adjustments to school equipment and the curriculum to meet the needs of a child with achondroplasia as the child progresses through the school.</p>	<ul style="list-style-type: none"> <li>• Regular meetings with the family to gain their views.</li> <li>• Regular meetings with relevant agencies such as PSSS and OT to receive their advice.</li> <li>• Visit other schools who may have children with achondroplasia to see what adaptations and adjustments they make.</li> </ul>	<ul style="list-style-type: none"> <li>• The child and any further children with a similar need, will have equipment that is not necessarily the same as children without achondroplasia but will give the child a <i>similar</i> experience and similar access to the curriculum.</li> </ul>	<p>On-going adjustments as the different year groups will require different adjustments.</p>
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**PRIORITY AREA 2: improving the environment so that deaf adults have equality of access to communication and information technology**

Target	Action	Success criteria	Time scale/Monitoring
<p>(i) Deaf colleagues who have requested equipment through the Access To Work Process to have this honoured by the school.</p>	<ul style="list-style-type: none"> <li>• ATW requests to be resubmitted for radio aid equipment and minicom.</li> <li>• School to budget for 50% of the equipment costs (ATW paying the other 50%).</li> </ul>	<ul style="list-style-type: none"> <li>• Equipment available for use.</li> </ul>	<p>July 2020</p>
<p>(ii) ATW to be maintained so that deaf colleagues continue to receive interpreting</p>	<ul style="list-style-type: none"> <li>• ATW requests to be kept up to date by deaf colleagues (with admin assistance).</li> <li>• Interpreting books and payments to be managed by LRi (with admin assistance).</li> </ul>	<ul style="list-style-type: none"> <li>• Interpreting fully paid for by access to work.</li> <li>• Deaf colleagues have ATW funding in place.</li> </ul>	<p>May 2019-22</p>

**PRIORITY TARGET 3: Improving the delivery to disabled pupils and staff of information which is provided in writing for pupils and staff who are not disabled**

<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Time scale/Monitoring</b>
<p>(i) All materials to be presented to MSI pupils in appropriate font and with colour illustrations (where available) for clarity.</p> <p>Visually impaired colleagues to be able to access school publications on staffshare in order to enlarge font and read on-screen.</p>	<ul style="list-style-type: none"> <li>• All visual aids and print monitored by ToD to make sure they are of appropriate size (as advised by VI teacher, PSS).</li> <li>• Access to school policies, calendar, etc on staffshare.</li> <li>• Where appropriate, materials to be printed for colleagues with VI.</li> </ul>	<ul style="list-style-type: none"> <li>• Materials consistently prepared and presented.</li> <li>• Colleagues with VI able to access documents with ease.</li> </ul>	March 2022
<p>(ii) Visually impaired colleagues to be provided with copies of presentations</p>	<ul style="list-style-type: none"> <li>• All staff giving presentations to make sure colleague with VI is offered a copy of any presentation slides in an appropriate font.</li> <li>• LRi to remind staff of the need to provide these copies.</li> </ul>	<ul style="list-style-type: none"> <li>• All INSET plans to include a printed copy of presentation slides/handouts in appropriate font.</li> </ul>	March 2022

**PRIORITY AREA 4: Ensuring the physical environment is accessible and safe for wheelchair/walker users and their physical support assistants (in line with Moving & Handling guidelines)**

<b>Target</b>	<b>Action</b>	<b>Success criteria</b>	<b>Time scale/Monitoring</b>
<p>(i) To continue to ensure all corridors are free of possible obstructions.</p>	<ul style="list-style-type: none"> <li>• Premises team to make regular health and safety checks.</li> <li>• Staff to report any obstructions/difficulties to the caretaker.</li> </ul>	<ul style="list-style-type: none"> <li>• The school corridors are consistently obstruction-free.</li> </ul>	June 2022-2025
<p>(ii) Dining hall and classrooms to maintain clear access routes for kaye walker/ wheelchair users or specialist seating for pupils/staff with physical disabilities.</p>	<ul style="list-style-type: none"> <li>• Caretaker to agree appropriate access routes for any wheelchair/kaye walker users with key staff involved.</li> </ul>	Children and adults with physical disabilities to have clear, safe access at all times.	June 2022-2025

This Accessibility plan will be posted on the school’s website and a letter will go out to inform parents, staff, volunteers and Governors of it being there for them to look at as well as stating that copies can be requested from the school office. It will also be shared with the full Governing Body. Monitoring will continue throughout the three-year period and plans may need to be adapted as time goes on or as other issues present themselves as priorities. This Plan will link in with the Disability Equality Scheme and the SEND Policy and also forms part of the Safeguarding Portfolio.

## KEY TO INITIALS USED

LRy = Lucy Ryder (Deputy Headteacher/Inclusion Lead)

ZJ = Zoe Jones (Assistant Headteacher/ SENDCo)

LRi = Lucy Richardson (Teacher in Charge of The Lighthouse)

RM = Rona Mackie (Headteacher)

LP = Liz Payne, SEND Administrator AB/CS = Anne Benson/Claire Sutton, School Business Manager & Assistant DP = (caretaker)

### **OTHER TERMS USED:**

TiC = Teacher in Charge

ToD = Teacher of the Deaf

TA = Teaching Assistant

VI = Visual Impairment

HI = Hearing Impairment

PD = Physical Disability

PSA = Physical Support Assistant

SENCo = Special Educational Needs Co-ordinator

EHCP = Education, Health and Care Plan

PSS = Physical and Sensory Support Service

OT = Occupational Therapist