

Approved Summer 2024
Review Summer 2027

THE GLEBE PRIMARY
SCHOOL

Disability, Equality and Accessibility Plan





The Glebe Primary School ACCESSIBILITY PLAN 2024

Section 1: Vision statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. Each child who joins our school community will be welcomed and valued regardless of gender, race, belief, sexuality, physical disability or learning difficulty. This accessibility plan focuses on a wide range of disability associated with pupils with severe learning difficulties and profound and multiple learning difficulties. At The Glebe Primary School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Definition of disability under the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Development and Review

- The accessibility plan is guided by the principles and procedures in the school's Single Equality Policy.
- The plan will be on the school website and reviewed annually by the leadership team to ensure it is effective.

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

The Glebe Primary School Disability Equality and Accessibility Plan							
Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	How often will the monitoring take place?	Who will be responsible for implementing the action?	Start date	Completion date
Building Accessibility	Ensure surfaces around the school are safe	On-going project of replacing the paving slabs around the school	Full access to all parts of the building achieved	On a continuous basis	Head teacher/SENCO	On-going	Every term to report to Gov's.
Building Accessibility	Improved access for visually impaired	Incorporate installation/renewal of window blinds when refurbishing	School/classroom environments will be improved to support people with visual impairments-positive feedback from people as appropriate	Continuous process	Head teacher/SENCO	On-going	On-going

Building Accessibility	Improved access for hearing impaired	Consider the installation of a loop system	School/classroom environments will be improved to support people with hearing impairments-positive feedback from people as appropriate	Continuous process	Head teacher/SENCO	Within next 3 years	
General Duty	Ensure full access to the curriculum for all pupils with disabilities	Continue training for new and existing staff on ways to differentiate the curriculum to meet the needs of children with different disabilities e.g. visually/hearing impaired; ASD etc	Curriculum appropriately differentiated and support allocated effectively-lesson observations; planning scrutiny; provision map and School Support Plans if appropriate	Every term alongside monitoring & evaluation for other subjects/areas	Head teacher & Senior Leadership team, SENCO and subject leaders as appropriate	On-going	On-going
General Duty	Promote positive attitudes towards disabled persons	Review PSHE/citizenship curriculum	Assessment by class teachers of increased awareness and positive attitudes of pupils	In line with other subject summative assessments and evaluations - at least once every year.	PSHE leader SENCO	See PSHE curriculum overview	On-going

General Duty	To take account of the disabilities occurring within the school community	Seek regular update of information regarding disabilities, offer information in alternative formats if required	Use of parental consultations and questionnaires -	Part of school self-evaluation process	Head teacher/SENCO	Termly	On-going
General Duty	To take account of parent/carer needs in supporting the learning of their disabled child	Parent/pupil views forms to include appropriate sections - provide support/advice to parents as needed - individual consultations or as part of workshop session	Feedback from those involved e.g. satisfaction surveys, feedback analysed	As appropriate - after a workshop session or with a second 'views' form at the end of the year or at a parent consultation meeting	SENCO and class teachers	Termly meeting	
General Duty	To meet requirements of implementing the Disability Equality Scheme	Training of staff to raise awareness of the Disability Equality Scheme	Increased awareness of staff and how it affects the school and their role	Every three years via DFES checklist - to identify areas for development and training	SENCO		

Section 3: Access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking Bay	Disabled parking bays marked	None required	Site supervisor	On going
Entrances	Automatic front doors, enclosed lobby	None required	Head teacher	Ongoing
Toilets	Disabled toilets have alarms	Ensure service every 6 months	Site supervisors	Ongoing
Reception area	Accessible to wheelchair users	None required	Head teacher	Ongoing
Internal signage	Large signs in place	None required	Head teacher	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Site supervisors	Ongoing

THE GLEBE PRIMARY SCHOOL

Disability, Equality and Accessibility Plan

This plan has been approved at a meeting of the full Governing Body of
the Glebe Primary School

On: Summer 2024

To be Reviewed: Summer 2027

Chair of Governors:

.....Gill Broome.....