



Gearies Primary School Accessibility Plan

3-year period covered by the plan: 2021 - 2024

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Board of Governors has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Board of Governors of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy.

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

This plan has been generated through consultation with staff, governors, parents and pupils. It covers a period of three years and will be reviewed at regular periods each year. It is the responsibility of the school's Board of Governors to ensure the Plan successfully realises its Aims.

Definition of disability

Disability is defined by the Disability Discrimination Act 1995 (DDA)

“a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

The purpose and direction of the school’s plan: vision and values

At Gearies Primary School there is a commitment to equal opportunities driven by the National Curriculum Inclusion statement. We aim to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We have high ambitions for our disabled pupils and expect them to participate in every aspect of school life and to achieve their potential in learning

We welcome all children irrespective of race, colour, creed or impairment

We aim to identify and remove barriers to disabled pupils in every area of school life

Compliance with the DDA is consistent with the school’s aims and equal opportunities policy, the operation of the school’s SEND policy and the Inclusion statement.

Nature of the school.

Gearies Primary School is a large urban school with a diverse multi-cultural community. It has a nursery of 66 children and 4-form entry in the Primary School. 78% of the children speak English as an additional language.

4.8% of children are currently identified as having SEND. There are 27 children with an EHCP. A further 42 children with significant needs are receiving SEND support.

Children with Special Educational Needs (school action plus or statements and/or Disabilities)

Children currently on roll with disabilities: 2020-2021				Projections: 2021-2022		
Category	Number	Provision	Disability	Number	Provision	Disability
Specific learning (dyslexia)	2	SEN		3		
Moderate learning	6	SEN	yes	7	SEN	yes
Severe learning						
Profound and multiple learning						
Social, emotional and behavioural	1	SEN	yes	1	SEN	No
Speech or communication	22	SEN	yes	22	SEN	yes
Hearing Impairment	2	No	yes	2	SEN	yes
Visual Impairment	0					
Multi-sensory impairment	0					
Physical	1	SEN	yes	1	Yes	yes
Autistic	22	SEN	yes	24	Yes	
Other, Medical	2	SEN	yes	2	SEN	yes

The Educational Psychology Service, the Early Years Advisory and Support Service, the Pre- School Liaison services notify the school of any future pupils for whom we need to plan. The projections are based on trends over the preceding 3 years and knowledge of our future intake.

Consultation

The accessibility plan has been discussed with

- All School staff have had the opportunity to take part in the review of the accessibility plan (Spring term 2021)
- Pupils have expressed their views through individual consultations
- Parents views have been gathered through individual consultations
- Governors have been consulted through the SEND Link Governor (Spring term 2021)

The main priorities in the school's plan

See plan 2021-2024

Management

The day-to-day management of the Accessibility Plan is the responsibility of the Head Teacher and staff. The plan has its own action plan which will be reviewed annually through the school improvement planning (which involves all sections of the school community) and the updating of SEF.

The SEND link governor will be responsible for evaluating the plan annually. Governors, through the School Development and Scrutiny committees, will review the Accessibility Plan annually. The Board of Governors will report annually to parents on the progress of the Accessibility Plan.

Each year the Board of Governors will allocate funding for the Accessibility Plan.

The Accessibility Plan will be revised annually.

Coordination

Under other legislation:

- SEND legislation (most disabled pupils will also have SEND and the effectiveness of the school's provision to meet SEND will therefore have an impact on the progress of disabled pupils);
- other parts of the DDA (duties towards the general public, in Part 3, to staff in Part 2, the wider duties to disabled people under the DDA 2005).

Other policies and plans which will reflect priorities of the accessibility plan are

- School Development Plan
- School Self-evaluation
- SEND policy;
- health and safety policy
- Fire evacuation plan

The School will co-ordinated with other services and agencies, for example:

- with the local authority's accessibility strategy;
- social services;
- health agencies, particularly in respect of meeting the health needs of disabled pupils in school.

Implementation

The SENDCO and Link Governor will review the plan annually.

It will be reviewed in the Summer term.

The plan is available as a hard copy and through the school's website.

The Board of Governors agreed this version of the plan in 2021.