



ACCESSIBILITY PLAN

November 2023 – November 2026

Next Review of Action Plan: November 26

Approved By: Headteacher

Accessibility Plan

1 Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Glade Hill is an inclusive school which focuses on the well-being and progress of every child. We have high expectations of all our children, including those with Special Educational Needs or a Disability (SEND). To ensure they achieve their potential we engage a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning.

At Glade Hill we are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We aim to provide an education which is sensitive to individual needs and accessible to all children regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or ability. The school seeks to promote awareness, understanding and respect for diversity in our world.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. We work closely with the Local Authority to ensure that we can fulfil our obligations in this regard.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2 Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#). The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3 Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> ✓ Our school offers an adapted curriculum that strives to meet the needs of all pupils. ✓ We use resources tailored to the needs of pupils who require support to access the curriculum. ✓ Curriculum resources include examples of people with differing abilities. ✓ Curriculum progress is tracked for all pupils, including those with a disability. ✓ Targets are set effectively and are appropriate for pupils with additional needs and disabilities. ✓ The curriculum is reviewed to ensure it meets the needs of all pupils. ✓ School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, provision of additional support and/or resources. Identification of alternative opportunities as needed. 	<ul style="list-style-type: none"> ➤ To increase the confidence of all staff to support all children to access the curriculum and make progress through quality first adaptive teaching and intervention. ➤ To ensure Teachers and Teaching Assistants have specific training on specific disability and SEND issues that impact our pupils. ➤ To ensure accessibility of IT equipment to support learning, through liaison with outside agencies. ➤ All educational visits will be accessible to all unless in exceptional circumstances risk assessments deem otherwise. 	<ul style="list-style-type: none"> • Ongoing CPD for all staff lead by AHT Inclusion/ SENCO/ MH Lead/ Headteacher or outside agencies e.g. Learning Support Team/ Autism Team/ INclude, regarding supporting the learning and inclusion of children with a disability or SEN. • Specific training for those supporting identified children e.g. Precision teaching, Fluency Project, Intensive Interaction, Theraplay etc. • Alternative appropriate equipment is available as 	<p>Headteacher (AS)</p> <p>AHT Inclusion Leader (SW)</p> <p>Senior Leadership Team (SLT)</p> <p>SENCO and EP Lead Teacher (AB)</p> <p>Senior MH Lead (NR)</p> <p>Off-site Visits Co-ordinator (GP)</p> <p>Computing Lead (JR)</p>	<p>Ongoing but will be reviewed in November 26</p>	<p>Staff are confident to support individual pupil needs so that barriers are removed, and all children access the curriculum.</p> <p>All pupils access IT equipment in a way that supports their learning and individual needs.</p> <p>All pupils are able to take part in educational visits that support their learning and inclusion.</p>

	<ul style="list-style-type: none"> ✓ The school makes full use of a range of LA support services, health professionals and the community ✓ The school SENCO attends NST SENCO networks to keep abreast of new ideas/sharing of good practice. ✓ The Engagement Model and 'Pre-key stage standards' are in use (when relevant) for pupils experiencing barriers to learning and participation. ✓ Individual pupil profiling in place – Individual Provision Map's, Pupil Profiles ✓ PSHE association scheme of work in place throughout school ✓ Ongoing training programme for all staff re: SEND ✓ Pupils have positions of status and responsibility eg Pupil Council ✓ Use of signs, symbols and PECs, visual timetables 	<ul style="list-style-type: none"> ➤ Pupil profiles in place for all children with SEND/ a disability 	<p>suggested. Work alongside IT support, EP and IES to decide on most suitable hardware and software to meet needs.</p> <ul style="list-style-type: none"> • Equality and accessibility considered at planning stage of visits based on needs of learners and staff. Advance visits. Use EVOLVE to complete forms and risk assessments. • Use of AET-Framework Progression, B-squared assessment (p-levels and Primary steps), Individual and class provision maps, Individual target setting, tracking of formative assessments, INSIGHT data analysis, standardised testing, IES LST assessments 			<p>Pupil progress is accurately measured and therefore can be used to identify where additional support/ provision is required.</p>
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Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ All play areas and outdoor classrooms or learning areas are ramped and accessible by wheelchairs/pushchairs ✓ Within Upper school and Lower school there are no steps within the inside of buildings. ✓ There is ramped external access to the office and main entrances of both Upper school and Lower school. There is also additional ramped access to some classrooms and areas of the school. ✓ Every classroom is partially carpeted. ✓ All classrooms have outside and inside access doors. ✓ Sensory space in Lower school. ✓ Lower school and upper school Enhanced Provision bases. ✓ In Upper school and Lower school there are recently renovated disabled toilets with changing beds and ceiling track hoists. 	<ul style="list-style-type: none"> ➤ To continue to develop outdoor spaces. For example, play equipment, gardens and outdoor learning spaces so they are accessible to all, including the EYFS Quad, the outside area for EP and Year 1, the former Adventure Play area, the Emily’s Memorial Garden and the Woods. ➤ To develop work stations, sensory spaces and intervention spaces in mainstream classrooms and enhanced provision spaces as needed to support needs and inclusion. ➤ To ensure that access to all areas of the school site are improved as renovations and repairs take place. 	<ul style="list-style-type: none"> • Continue to develop Forest school space and ensure accessible for all. • Purchase equipment for classes to use on the playground that are accessible for all. • Continue to develop intervention spaces as required based on the needs of each year group • Work stations implemented as needed to support structured teaching. • Continue to develop enhanced provision bases based on the needs of the children who access them. • Equality and accessibility to be considered when planning repairs and renovations. 	<p>Headteacher (AS)</p> <p>AHT Inclusion Leader (SW)</p> <p>Senior Leadership Team (SLT)</p> <p>SENCO and EP Lead Teacher (AB)</p> <p>Senior MH Lead (NR)</p> <p>School Business Manager (PC) and Site team (AC, JW)</p>	<p>Ongoing but will be reviewed in November 26</p>	<p>Pupils are able to access a range of equipment and space, and engage in a range of learning situations, that meet their individual needs.</p> <p>Pupils work in environments that are conducive to needs.</p> <p>Accessibility of the whole site is being continuously improved as development and budget facilitates.</p>

	<ul style="list-style-type: none"> ✓ In newer parts of the buildings e.g. Year 1 toilet area, there is additional support equipment included e.g. door open outwards and support handle that is fitted as standard. ✓ We have equipment to support enlargement of resources, specialist ICT equipment and specialist software. ✓ The school already supports pupils with significant barriers to learning and participation with difficulties in the areas of: learning, communication and interaction, vision, hearing and physical needs. 					
<p>Improve the delivery of information to pupils/ staff and parents with differing needs and disabilities</p>	<p>Our school uses a range of communication methods to ensure information is accessible to all. This includes:</p> <ul style="list-style-type: none"> ✓ External and Internal signage ✓ Large print resources (available on request) ✓ Braille (available on request) ✓ Pictorial or symbolic representations ✓ Visual timetables ✓ Online translation of information as needed 	<ul style="list-style-type: none"> ➤ To enhance use of signs and symbols and visual timetables by all staff and ensure consistency in use across the school. ➤ To develop resources and communications in Languages other than English (available on request) 	<p>Staff CPD by Inclusion Lead/ SENCO/ MH Lead/ HT.</p> <p>SLT and SENCO monitoring of provision including use of visuals, adapted materials, etc depending on needs of the children.</p> <p>Continue to work with outside agencies to identify any adaptations needed for children to more effectively access information.</p> <p>Diversity and EAL lead to continue to visit other schools in NCC with</p>	<p>Headteacher (AS)</p> <p>AHT Inclusion Leader (SW)</p> <p>Senior Leadership Team (SLT)</p> <p>SENCO and EP Lead Teacher (AB)</p> <p>Senior MH Lead (NR)</p>	<p>Ongoing but will be reviewed in November 26</p>	<p>Children have resources and information adapted based on individual needs and outside agency advice.</p> <p>Visual timetables, signs and symbols and PECs used throughout school as deemed necessary.</p> <p>Communications and resources</p>

			significant diversity to develop awareness of how to effectively communicate with families whose first language is not English.	EAL and Diversity Lead (ER) School Business Manager (PC) Office admin Outside agencies		available in languages other than English.
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4 Monitoring & Review

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5 Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy