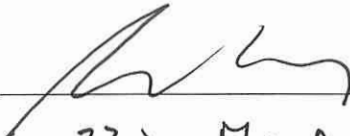




GUILDHALL FEOFFMENT
COMMUNITY PRIMARY SCHOOL

Accessibility, Disability and Equality Action Plan

Approved by the Governing Body:
Review by: Spring 20

Signed  Chair of Governors

Date 23rd March 2023

Accessibility, Disability and Equality Action Plan

Guildhall Feoffment Community Primary School is committed to ensuring that, wherever possible, people with disabilities should have the same opportunities as people who are non-disabled in their access to education.

This plan outlines the provision and adaptations in place at our school. This plan links to other policies and reports including:

Definition of disability

The Equality Act 2010 states a person has a disability if;

- a) They have a physical or mental impairment and
- b) The impairment has a substantial and long term adverse effect on their ability to carry out normal day to day activities.

Government guidance states that the term, substantial, means more than minor or trivial. The term physical and mental impairment implies that a disability can arise from a wide range of impairments such as:

- Long term medical conditions such as asthma and diabetes
- Fluctuating or progressive conditions such as rheumatoid arthritis or Motor Neurone Disease
- Mental health conditions such as bipolar disorder or depression
- Learning difficulties such as dyslexia
- Learning disabilities such as Downs Syndrome, Autistic Spectrum Disorders
- Cancer
- Multiple Sclerosis
- HIV/ Aids

People with severe disfigurement will be protected as disabled without needing to show it has a substantial adverse effect in day to day activities.

This plan reflects the legal duties set out in the Equality Act 2010 and non-statutory guidance set out by the government in March 2012 and May 2014.

Guildhall Feoffment School promotes an ethos which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We will promote a culture of awareness, tolerance and inclusion.

By means of accessibility planning, we seek to review the accessibility of provision for all pupils, staff and visitors to the school to improve the provision where there is scope for improvement and to respond to unforeseen needs as they arise by adapting and amending the Accessibility Plan.

Key Aims

To increase and ensure for pupils with a disability that they have suitable access to our setting's environment, curriculum and information and full participation in the school community.

The following areas will be included in the Accessibility Action Plan

- Increasing access for pupils with a disability to the curriculum. This will include teaching and learning and the wider curriculum of the school such as participation in clubs, leisure and cultural activities or visits.
- Improving access to the physical environment of the school. This will include improvements to the physical environment of the school and physical aids to learning.

- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. This will include planning to make written information more accessible by taking into account the disabilities of recipients and their preferred formats.

An Accessibility Action Plan is below. This plan will be reviewed and adjusted on an annual basis. The Plan will be evaluated and amended after each annual review. Guildhall Feoffment School recognises the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The school was built in 1843 and there are some restrictions to access in the original school building. The school is housed in the original two storey school building for Early Years, KS1 and Lower KS2 provision with the new build double storey accommodation housing Upper KS2 and is used for serving lunches and by The Mix – our breakfast club and after school provision. The new building has a lift and accessible toilet facilities. The school recognises that further work needs to be done on accessibility in the original building and this will be included in any necessary adjustments to pupil admissions, access arrangements for visitors and staff.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equalities
- Health & Safety
- SEND
- SEND Information Report
- School Development Plan
- School mission statement
- Educational visits

The physical environment aspects of the Accessibility Action Plan will be monitored through the governing body.

Purpose

The purpose of this plan is to show how at Guildhall Feoffment we have planned our provision to be accessible and our intention to continue to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

1. Improving Access to the Physical Environment of the school

| Targets | Actions | Timescale | Responsibility | Outcome |
|---|---|--------------------------|--|---|
| 1. To provide appropriate access to all users | Through pupil admissions forms or questionnaires, seek information on the needs of users and pupils. Ensure that policies and procedures reflect the needs of disabled pupils and staff. Ensure doorways are wide enough to admit wheelchair access. Ensure disabled toilet facilities are accessible. All corridors to be clear, accessible and free of clutter. | Ongoing / annual surveys | SLT/ Admin All staff All staff | Respond to the needs of pupils and staff. |

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|---|---|-------------|-------------|-----------------------------|
| | Each disabled pupil / member of staff will have their own PEEP (Personal Emergency Evacuation Plan). | | HT | |
| 2. Clearly signed accessibility routes for visually impaired pupils are in place. | Review facilities and ensure appropriate marking on stairs and other areas. First and last steps to be marked clearly If appropriate, a folding ramp available for the old building internal and external steps. | Spring 2022 | SLT / SENCO | Signs/adaptations in place. |
| 3. External Access | Review outdoor steps into Bridewell playground to ensure visibility. Ramp onsite to be used as required. | Spring 2022 | LA/ SLT | Adaptions in place |
| 4. Access to site for vehicles with disabled drivers or passengers | Accessible space available in car park. Office to be informed of all staff/visitors parking cars in car park and will ensure spaces are made available as required. | Ongoing | SLT/Admin | Disabled parking bay |

2. Improving Access to Information

| Targets | Actions | Timescale | Responsibility | Outcome |
|--|--|-----------|----------------|--|
| School website to be accessible and comply with current statutory requirements. | Website to be kept up to date. | Ongoing | HT/Admin | Parents/carers feel confident in the information they have about the school. |
| | Website has further information regarding the curriculum. | Ongoing | HT/Admin | |
| Class Dojo platform used for direct contact between parents and class teacher and wider school messages – translation and accessibility features available via Dojo App. | Class teams to update families regularly and are able to check who is accessing information and follow up if not accessed. | Ongoing | All Staff | Parents/carers feel confident in the information they have about the school. |

3. Improving Access to the Curriculum

| Targets | Actions | Timescale | Responsibility | Outcome |
|--|---|---------------------------|-------------------------|--|
| 1. Ensure all staff have access to appropriate training and are aware of the specific curriculum access needs of pupils with disabilities. | Provide training to meet the needs of children with disabilities. | From start of employment. | All staff/ SLT/SENCo | All staff have greater awareness of needs of the pupils. |
| | Seek training through the LA/ health service and other providers Database of all training undertaken to be maintained. | Ongoing | | |

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|--|---|---------------------------|-----|---|
| 2.To ensure all pupils have full access to trips and extra-curricular activities | To involve parents/carers in planning of school trips and activities to ensure access. Appropriate support provided where necessary Review with providers and agencies provision during a school trip | On going / as appropriate | SLT | All pupils have appropriate access to all school trips and activities |
| 3. Ensure curriculum planning reflects a commitment to equality and prepares pupils for life in a diverse society. | All staff to reflect commitment to equality in their planning | On going | SLT | Programmes of study reflect equality and diversity |
| 4. Appropriate ICT access and software is in place to support learning. | Monitoring and audit of ICT to take place | On going | SLT | Appropriate ICT access In place |

