



**GUILDHALL FEOFFMENT
COMMUNITY PRIMARY SCHOOL**

Accessibility, Disability and Equality Action Plan

2023-25

Approved by the Governing Body:
Review by:

Please destroy and previous copies

Signed _____ Chair of Governors

Date _____

This school is committed to the safeguarding of children and young people as well as all adults. A copy of our Safeguarding Policy is available upon request.

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.

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.

The 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 eventually ensure for pupils with a disability that they have:- total access to our settings 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 attached. 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 the before school and after school provision. The new building houses a lift and disabled 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 and Wellbeing
- School Improvement Plan
- School Website
- 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 our educational setting intends over time 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	<p>Through pupil admissions forms or questionnaires, seek information on the needs of users and pupils.</p> <p>Ensure that policies and procedures reflect the needs of disabled pupils and staff.</p> <p>Ensure doorways are wide enough to admit wheelchair access.</p> <p>Ensure disabled toilet facilities are accessible</p> <p>All corridors to be clear, accessible and free of clutter.</p> <p>To ensure that any pupils with accessibility needs are provided classrooms that they can easily access. This might involve the moving of classes to different floors to support access.</p> <p>Each disabled pupil / ember of staff will have their own PEEP (Personal Emergency Evacuation Plan).</p>	Ongoing / annual surveys	SLT/ Admin All staff All staff	Respond to the needs of pupils and staff.
2. Clearly signed accessibility routes for visually impaired pupils are in place.	<p>Review facilities and ensure appropriate marking on stairs and other areas for any pupils with visual impairment. First and last steps to be marked clearly and others if possible.</p> <p>For any pupils admitted with more significant visual impairment the use of High visibility tape will be used to mark safe routes. This tape will be on site and available at short notice.</p> <p>If appropriate, a folding ramp available for the old building internal and external steps.</p>	Summer 2023	SLT / SENCO	Signs/adaptations in place.

3. External Access	Review outdoor steps to ensure visibility Ensure that metal grills over drains are flush with the ground.' Ensure that the play surfaces around the school are without potholes that would impede access.	September 2023	AM/ SLT	Adaptions in place
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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. Website has further information regarding the curriculum and is available to be translated into different languages.	Ongoing Ongoing	Admin Admin	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. Seek training through the LA/ health service and other providers Database of all training undertaken to be maintained on National College.	From start of employment.	All staff/ SLT	All staff have greater awareness of needs of the pupils.
2.To ensure all pupils have full access to trips and extra-curricular activities	To involve parents/carers of children with accessibility issues in planning of school trips and activities to ensure access. Appropriate support provided where necessary	On-going / as appropriate	SLT	All pupils have appropriate access to all school trips and activities

	Review with providers and agencies provision during a school trip			
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 and in the construction of the curriculum, by showing pupils positive examples of people with accessibility challenges contributing to society.	On going	AM/SLT	Programmes of study reflect equality and diversity, and key individuals such as Stevie Wonder and Tannie Grey-Thompson are studied.
4. Appropriate ICT access and software is in place to support learning.	Monitoring and auditing of ICT to take place	On going	BA/CA/SLT	Appropriate ICT access In place

Policy Review

In accordance with DfE guidelines, this plan will be reviewed every 3 years as a minimum.