



## **GLODWICK INFANT AND NURSERY SCHOOL, OLDHAM ACCESSIBILITY PLAN 2020-2023**

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

- ❖ Glodwick Infant and Nursery School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan was updated in Jan 2018 to reflect statutory requirements for the setting of Equality Objectives.
- ❖ The Accessibility Plan is structured to complement and support the school's Equality Objectives (Single Equality Policy), and will be published on the school website.
- ❖ We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to embedding a culture of inclusion, support and awareness within the school.
- ❖ Glodwick Infant and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they

are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- ❖ The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- ❖ Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- ❖ The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Curriculum / Teaching and Learning policy and practice
  - Single Equality Policy (which includes Equality Objectives)
  - Appraisal Policy
  - Health & Safety Policy (including off-site safety)
  - Special Educational Needs Policy linked to the Code of Practice
  - Behaviour Management Policy
  - School Development and Improvement Plan
  - Asset Management Plan / Suitability Survey
  - School Prospectus, Website and Vision Statement
- ❖ The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the

Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

- ❖ The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- ❖ The School Prospectus and Website will make reference to this Accessibility Plan.
- ❖ The School's complaints procedure covers the Accessibility Plan.
- ❖ The Accessibility Plan will be published on the school website.
- ❖ The Accessibility Plan will be monitored through the full Governing Body
- ❖ The school will work in partnership with the Local Authority developing and implementing this Accessibility Plan.
- ❖ The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy.

Approved at a meeting of the Full Governing Body on:

Signed by the Chair of Governors: Mrs. L. Moran .....

Review date: Nov 2023

Target	Actions	Responsibility	Success Criteria
1. We will provide improved access to the curriculum for all children, regardless of any disability.			

Increase access to the curriculum for pupils with a disability.	Identify pupils who may need additional to or different from provision.	SENCO All Staff	Procedures will be in place to ensure all children have access to appropriate equipment/provision.
To ensure all statutory policies reflect inclusive practice.	Ensure policy compliance with the Equality Act 2010.	HT and SLT Governing Body	All policies will promote inclusive practice.
To ensure all children have access to appropriate classroom aids, where recommended by professionals.	A range of materials and equipment to be made readily available, when appropriate. Procurement of specialist equipment when recommended by Occupational Therapist, School Health Adviser or Physio teams.	SENCO All Staff	All children will have equal access to learning materials within the classroom.
To ensure all children participate in off-site educational visits.	Risk assessments for all visits to be in place. Pre-visits to take place by lead adults on each visit.	Educational Visits Co-ordinator Class teachers SENCO	All children will access school external visits, regardless of any disability.
To ensure classroom layout reflects inclusive practice.	Review all existing furniture to ensure layout is appropriate Replace any damaged furniture Offer a range of furniture to support inclusion of children with disabilities.	SENCO All Staff	All children will be able to sit comfortably within each classroom. All lessons will start promptly, without the need for reorganisation of furniture to accommodate any child.
To ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them.	Identify gaps in CPD for staff. Ensure relevant training is secured. Liaise with external providers e.g. QEST/SHA.	SENCO HT and SLT	All staff will have access to training as appropriate to support children with disabilities.
Improve the delivery of information to pupils with a disability	Use of ipads and other technologies if appropriate. A range of strategies /	SENCO All Staff	All children will be able to demonstrate their cognitive abilities, using a range of

	approaches and resources will be used.		technologies and approaches to support their recording of ideas.
2. Improve access to the physical environment at Glodwick Infant and Nursery School for all children, parents and visitors.			
To support access for all children to classrooms and shared learning spaces.	Create access plans for individual children where required with the understanding and appreciation of the confines of the Infant Building which is not barrier free.	SENCO All Staff	Children with physical disabilities will have as much access as is reasonably possible through the building. CT/TAs will be confident in ensuring access plans are followed
Outdoor paths and playgrounds will be kept clear of hazards	The Caretaker will complete daily site safety checks. All leaves will be removed from pathways and outdoor surfaces Grit will be provided and snow will be cleared prior to the arrival of children/parents/visitors in wintery weather on the school premises wherever possible.	Caretaker	Access routes in and out of school and nursery will be clear of hazards
Outdoor play equipment to be safe and accessible to all	Annual maintenance checks will be made on outdoor equipment alongside daily staff risk assessments.	Caretaker	All children will be able to use outdoor equipment safely.

	Any broken, damaged or unsafe equipment will be removed, repaired or replaced		
To improve the audibility within school	Liaise with HI team to ensure recommendations for specific children are updated regularly Consider use of radio technologies for children with hearing aids	SENCO All Staff	All children with a HI will have full access to all areas of the school.
3. To improve access to written information to parents and children, regardless of any disability.			
To embrace the diversity in spoken language by parents across school and reflect this using their preferred written communication language.	Use bilingual staff to support parents where needed. Access to internet translation facilities to facilitate communication with parents for whom we do not have a translator.	HT and SLT All Staff	Non/Limited English speaking parents will have access to key information.
To ensure any child or adult with a visual impairment is able to access written information	Raising awareness of font size and page layouts to support pupils with visual impairments.  Increase the range and availability of large font and easy read texts. Where appropriate, seek advice from the ACNS VI team .	All staff	Any child or visitor to the school with a vision impairment will have access to written information