



Accessibility Plan

Autumn 2023

Review date: Autumn 2026

Here at Southglade we want to provide a safe caring environment for our children, where they feel safe, nurtured and happy.

In order to achieve this, we have in place a group of policies that complement each other to safeguard, protect and promote the welfare of our children.

These policies are:

Safeguarding Policy

Attendance Policy

Behaviour Policy

Anti-bullying Policy

SEND Policy

Child Protection Policy

Visitor and Volunteer Policy

Confidential Reporting Code (Whistle Blowing Procedure)

Procedure for handling concerns and complaints

Supporting pupils with medical conditions

Equality policy

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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.

‘A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.’ (Equality Act 2010).

The Equality Act 2010 protects people from discrimination, victimization and harassment on the basis of the following characteristics:

- Age
- Disability
- Gender Reassignment
- Marriage and Civil Partnership (protection against direct discrimination only)
- Pregnancy and Maternity
- Race
- Religion or (non-belief)
- Sex
- Sexual Orientation

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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Purpose of the Plan

The purpose of this plan is to show how Southglade Primary & Nursery School intends to increase accessibility of our school to disabled pupils. We aim to work closely with disabled pupils, their families and any relevant external agencies in order to remove or minimise any potential barriers to learning which puts them at a disadvantage and allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled pupils.

At Southglade Primary and Nursery School 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 educational, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.

Our accessibility plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipates the need to make reasonable adjustments to accommodate their needs where practical. The plan also sets out 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 prepared for life as are the able-bodied pupils. This encompasses 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 pupils in accessing the curriculum;
- Improve and maintain 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events.

3. School Ethos

Our guiding principle is to aspire to be a fully inclusive school.

- To encourage children to believe they can achieve anything and have the confidence to make mistakes;
- To have respect for everyone and everything;
- To make everyone feel valued.

At Southglade Primary and Nursery School, our educational philosophy is one that focusses on achieving the best possible outcomes for all children so that:

- Learners are safe, happy, confident, secure and able to engage with the wider community. They develop strong characteristics for learning such as resilience, responsibility, reflectiveness and are well prepared to live life in Modern Britain;
- All pupils at Southglade Primary and Nursery School are well-prepared to become life-long learners and are able to achieve the highest possible social, emotional, physical and academic standards;
- Learning is enjoyable, integrated and stimulating: education is delivered in a way that develops and challenges children and excites their imagination. In this way children enjoy not just learning different things, but learning in many ways; outdoors, through play, in small groups, through art, music and sport, from each other and from adults other than teachers.

At Southglade Primary and Nursery School we strive:

- To achieve the best possible outcomes for each child regardless of individual starting points and ensure that children feel a sense of achievement in all that they do;
- To deliver an interesting, broad, creative and challenging curriculum;
- To empower children to become independent, resilient learners and thinkers;
- To develop enquiring minds, enterprising skills and embrace life-long learning, inspiring all to hold a natural curiosity and love of learning;
- To encourage pupils to develop self-discipline and high standards of work and behavior. This includes encouraging pupils to act responsibly, display initiative, be considerate and respect themselves and others;
- To celebrate social and cultural diversity so that everyone feels valued and respected;
- To help children develop a knowledge and understanding of issues affecting their health and well-being so that they can make informed choices for their future;
- To enable pupils to become responsible and environmentally aware global citizens, and value and celebrate their contributions to society;
- To harness and encourage the safe use of new technologies to enhance and extend learning.

In order to achieve this, we provide:

- A happy, nurturing environment where all children can fulfill their potential and make a valuable contribution to society;
- High quality and exciting teaching;
- A wide range of enrichment activities to enhance our curriculum;
- Effective pastoral support to promote pupils spiritual, cultural, social and moral development;
- Positive and effective partnership between pupils, staff, parents, governors and other agencies and the wider community;
- Committed, forward thinking and energetic staff who work hard to ensure ours is an effective school where all children receive the best education possible;
- Involvement in local networks which enable us to share expertise and resources to develop and further strengthen our school.

A copy of this plan will be made available online on the school website; paper copies are available upon request.

Our school is 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 fulfill our obligations in this regard.

If there are any concerns relating to accessibility in school, these should be addressed with either Lisa Hyland, SENCo or Alison Thomas, Headteacher. The complaints procedure is then to be followed if a satisfactory outcome is not achieved.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

4. 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.

5. Monitoring arrangements

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

It will be presented for approval every 3 years to the governing body through the Personal, Building, Finance and General Purposes sub-committee. Upon approval it will then be reported to the full Governing Body.

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and/or Disabilities (SEND) policy
- Supporting pupils at school with medical conditions policy

7. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a broad and balanced, differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	To enable all pupils, regardless of age, ability and/or disability to access a broad and balanced curriculum in which they are able to make academic progress.	Monitor planning, differentiation and resources through termly learning walks and book looks	Fern Griffiths - SENCo	Ongoing	Book looks/learning walks show evidence of a broad and balanced curriculum for all pupils
	Curriculum progress is tracked for all pupils, including those with a disability.	To ensure all pupils are making academic progress regardless of age, ability and/or disability.	Class teachers to input progress data 3 times a year Intervention progress includes: AET Framework, SALT, Nessy, Toe by Toe, Precision	Class Teachers	Termly	All children are making progress
	Twice yearly Pupil Progress meetings are held to discuss pupil	To ensure class teachers	Class teachers to	Class teachers	Ongoing	SLT are confident that

	attainment and progress Termly SEND reviews for identified pupils with SENCo, class teacher, support staff and parents /carers	have a clear understanding of the pupils they teach and have the opportunity to discuss their progress with SLT and make subsequent adjustments to planning, provision and teaching.	email progress data to SLT prior to PP meetings taking place and attend all meetings with the relevant evidence/points for discussion	Kevin Pegram Jo Rowlett Fern Griffiths		class teachers have a clear understanding of the needs of their pupils and plan work/interventions accordingly
	The curriculum is reviewed to ensure it meets the needs of all pupils.	To ensure all pupils can access their curriculum regardless of age, ability and/or disability.	Class teachers to review whether all children can access the curriculum when planning and discuss this in termly IEP reviews.	Class teachers	Yearly curriculum review Ongoing review of lessons and accessibility	All children can access their curriculum and make progress
	B-Squared is used to assess and inform planning for children working on a BLW code.	To enable all children to make progress regardless of age, ability and/or disability.	B-Squared	Class teachers	Ongoing	Children working below Year 1 level are working towards focused learning objectives and making progress
	Signs and Symbols are used throughout school where needed and all classrooms use a Visual Timetable.	To ensure communication is effective between all	Signs and Symbols used to communicate with children if	Class teachers	Ongoing	All children and adults in school are calm and ready to learn at all

		adults and children regardless of age, ability and disability and children feel calm and ready to learn.	appropriate and visual timetables to be displayed in all classrooms.			times
	Curriculum resources include examples of people with disabilities.	To support our inclusive ethos and help challenge stereotypes.	Class teachers to ensure teaching resources include people with disabilities.	Class teachers	Ongoing	There are resources around school which include examples of people with disabilities
	School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions prior to these include: risk assessments, provision of additional support and/or resources and meetings with parents where appropriate.	To ensure all children can access school activities and off-site visits that are fully inclusive for all ages, abilities and/or disabilities.	Class teachers to include all children in all school activities and off-site visits and if isn't possible discuss this with SLT, parents and the child. Class teachers to assess accessibility by carrying out prior risk assessments. PE coordinator to monitor school clubs to ensure they are accessible and attending by	Class teachers Natalie Finnie - PE coordinator	Ongoing	Off-site visits are attended by all children, where possible After school clubs include children of all ages/abilities and/or disabilities

			children of all ages/abilities and/or disabilities.			
	The school makes full use of LA support services, health professionals and the community.	To ensure we are continuing to provide a fully inclusive education in an environment where information is readily shared between agencies to help break down potential barriers to learning and ensure provision is the best it can be.	SENCo to contact the relevant support service as and when needed.	Fern Griffiths -SENCo	Ongoing	Support services and outside agencies are in regular contact with school staff and provision is the best it can be
	The school SENCo attends NST SENCo networks to keep abreast of new ideas/sharing of good practice.	To share good practice with other SENCo's and ensure we are continuing to provide a fully inclusive education that is the best it can be.	SENCo to attend network meetings	Fern Griffiths – SENCo	Ongoing	SENCO has a network of SENCo's from across the city to liaise with if needed
	Ongoing CPD for all staff through staff meetings and INSET.	To ensure that staff remain up-to-date on all latest pedagogy and are equipped with the relevant skills and	Keep a yearly overview of staff meetings to ensure training covers a range of	SLT – Yearly overview of staff meetings Alison Carter – SLE to collate all staff CPD	Ongoing	Staff feel up-to-date and confident with SEND provision and transfer knowledge and skills to the

		knowledge to be able to provide a fully inclusive education for children of all ages, abilities and/or disabilities.	areas. Staff to complete CPD reflection forms following any training undertaken	forms		classroom
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Lift accessible at all times Ramp into the main reception area from where access to the rest of the school can be gained. Playground is accessible for wheelchair users when gates are open. Corridors are wide enough for all pupils and adults in school. Disabled parking bays allocated closest to the school entrance. Disabled toilet and changing facilities available. Handrails fitted on both sets of stairs.	To ensure that the school building and outdoor areas are safe and can be accessed by all, regardless of age, ability and/or disability.	Lift to be accessible at all time. All corridors to be kept tidy and clutter free Disabled bays marked out in carpark Ensure disabled toilet is clean, tidy and always available Make sure paint doesn't wear away and is regularly refreshed Ensure all handrails and safe and sturdy	Site Manager SBM All Staff	Ongoing	The school building grounds are accessed by children and adults of all ages, abilities and disabilities Anyone using a wheelchair or with a pushchair can access the school building and ground Children or adults using a wheelchair or with any other medical equipment move through corridors in school Disabled staff/visitors park closest to the school entrance All children, staff and visitors have access to toilet facilities Children and adults

						who are visually impaired use indoor and outdoor steps Children and adults who are visually impaired use indoor and outdoor steps and stairs
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Individual support from outside agencies when needed including the Hearing Impairment,, Visual Impairment and Sensory Teams.	To ensure that information can be accessed by all children and adults regardless of age, ability and/or disability.	Make sure signs around school are clear	Site Manager School Business manager	Refreshed and updated as needed	Information is accessed by all children and adults in school and all children and adults communicate effectively

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	None		
Corridor access	All corridors are clear and accessible for staff, children and visitors.	All staff to have responsibility to keep corridors clear and clutter free	SLT SENCo Site Manager	Ongoing
Parking bays	Larger disabled parking bays are situated closest to the school main reception	Ensure disabled parking bays are included in site development plans	HT Site Manager	
Entrances	The entrance to the school grounds is accessed by an electronic gate. The school grounds and school building are accessible for wheelchair users and pushchairs.	None		
Toilets	Accessible toilets available on both floors. Hygiene room with accessible toilet and changing facilities is located on the ground	None		

	floor. Sanitary bins are located in all adult toilets and 1 key stage 2 girls' toilet.			
Reception area	Easily accessible to all		HT Site Manager	
Internal signage	Fire exits are all clearly labelled. Internal steps are highlighted with high visibility tape.	High-visibility tape or paint to be used on internal steps	Site Manager	Refreshed as necessary
Emergency escape routes	All emergency exits routes are labelled and clear. Regular fire drills take place, and staff are aware of all emergency procedures. EVAC chair located in stairwell. Lift not accessible in the event of a fire / fire practice	Regular fire drills and emergency procedures regularly practiced and reminded of.	HT Site Manager	Ongoing – Include dates of scheduled drills