

Greenway Primary  
& Nursery School



# **Greenway Primary & Nursery School**

  

# **Accessibility Plan**

**Approved: 13 October 2022**

**Date of review: Autumn 2023**

## **Key Objective**

To reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the school community for pupils, prospective pupils, staff and visitors with a disability.

## **Definition of Disability**

Disability is defined by the Disability Discrimination Act 2001 (DDA) as:

“A person has a disability 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 carry out normal day to day activities.”

## **Definition of Direct Discrimination**

Direct Discrimination is defined by the Equality Act 2010 as:

“Direct discrimination occurs when a person treats one person less favourably than they would another because of a protected characteristic.”

## **Introduction**

Greenway Primary & Nursery School (‘the school’) is determined to ensure that all pupils are welcomed and are enabled to access as many areas of the curriculum and school life as possible. Parents/carers play an integral part in school life and the school realises it is important that every parent/carer is also able to access the school and be welcomed into the school community. The school promotes the individuality of all pupils irrespective of ethnicity, age, disability, gender, background or attainment.

The SEN and Disability Act 2005 extended the Disability Discrimination Act 2001 (DDA). Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. It will be monitored and evaluated by the PFP Committee on an annual basis. The attached action plan (Appendix A) sets out Governors’ proposals for increasing access to education for pupils with disabilities as and when this is required.

This Plan should be read in conjunction with the school’s Equality Scheme, Behaviour Policy and SEND Policy.

## **Current Situation**

A whole range of initiatives and strategies are currently in place to help make the curriculum accessible for all, which are invoked when and if a need is identified.

The school has pupils of all backgrounds, needs and abilities. We collect information from the Early Years settings, through transition visits and liaise with parents and professionals so that we are prepared for pupils when they arrive in school and therefore can provide the right care and support for their needs.

Support may include:

1. Individual Education Health Care Plans that have been agreed for children.
2. Individual and small group support from outside agencies, resulting from successful referrals to the relevant support services.
3. Individual and small group support funded from within the school's SEND budget. This is determined by the relative needs of the children and budgetary constraints.
4. Hospital Support – children are eligible for support when they have been absent from school for a considerable time due to injury or illness.
5. Remote learning – This is set out within the schools' Remote Learning Policy if their absence is due to Covid.
6. Interventions put in place to support children in Key stages 1 and 2 who are experiencing difficulties with fine motor control.
7. Personal computers are made available to those children with visual impairments and/or those with poor manual dexterity.
8. Software to enlarge text and to teach keyboard skills is available on all machines.
9. Full participation is made available to all children in off-site activities including residential visits for those pupils in Years 4 and 6.

### **The school's Accessibility Plan Action Plan**

**The action plan ensures that:**

- The school draws on the expertise of external agencies to provide specialist advice and support as appropriate.
- The INCO has an overview of the needs of all pupils with additional needs
- There is continual review of the appropriate deployment and training of teaching assistants and one to one support staff
- Successful practice is shared in school and within the local consortium of schools.

### **Greenway School Accessibility Action Plan**

Objective	Strategy	Outcome	Time Frame	Goals/ Success Measures
Raise staff awareness of disability issues	School to seek advice and support from experts as appropriate.  Consider needs of specific pupils both for school and off site visits.	Detailed information and support available and passed on by staff.  Teachers and support staff aware of issues affecting individual pupils.	On going	Staff Survey
Ensure that all school trips and residential visits are accessible for all pupils	EVOLVE*Form and Risk Assessment Advance visits Thorough planning	School trips and residential visits are accessible for all pupils	On going	Parent/Child Surveys
Ensure the curriculum is fully accessible to all	Through CPD and advice all staff ensure that the	All children reach their full potential	On-going	A fully inclusive curriculum is delivered

pupils	curriculum is fully inclusive and accessible to all pupils			
School policies and procedures provide for all pupils (particularly with regard to sports provision as set out within the school's Team Selection Policy reviewed annually)	Through CPD and advice all staff ensure that the school's policies and procedures are consistently followed.	All reach their full potential	On-going	Policies and procedures support accessibility for all pupils.
To enable a child to access school facilities appropriately.	Install new entrance mat and level mat area to enable safe access to classroom. To work with other agencies in training staff and child to use specialised equipment safely and appropriately.	All pupils can access school facilities appropriately	Completed	Pupil is able to access school facilities, with some adjustments.

EVOLVE: Hertfordshire's Internet-based system to facilitate the efficient planning, management, approval, and evaluation of educational visits.