



Gosforth Park First School

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Accessibility Plan 2018-21

(To be read in conjunction with the Special Educational Needs and Disability Policy and Special Educational Needs Information Report)

Introduction

This plan has been written to meet the requirements of school to carry out accessibility planning for disabled pupils as stated in the Equality Act 2010 and the SEN Code of Practice 2014.

Gosforth Park First School recognises its duty:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils less-favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Gosforth Park First School aims 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.

This plan will be reviewed regularly and will be updated every three years. This Accessibility plan complements our Health and Safety Policy, Special Educational Needs and Disabilities Policy, Special Educational Needs Information Report and our Medical Conditions Policy.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

- **They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.**

Gosforth Park First School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The three areas to be considered in the action plan are:

a) Improving education and related activities. Gosforth Park First School will seek and follow the advice of LA services and appropriate agencies, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the NHS Trusts.

b) Improving the physical environment. Gosforth Park First School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future



improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the provision of information. Gosforth Park First School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Contextual Information

Gosforth Park First School Primary is a highly inclusive school. Early Years, Key Stage One and Key Stage Two are in one building, along with school office and administrative areas. The building also has an assembly hall which is used as a dining hall during lunch times. An ongoing modernisation scheme aims to ensure that pupils have access to modern facilities.

The main school entrance has ramp access and double doors for ease of entry. The Early Years classrooms can be accessed via ramp from the front of the building. At the front entrance door activation buttons are located within reach of a wheelchair user. All internal door access controls are DDA compliant.

Information about the school's disabled population

The school's population often has children who have some kind of impairment, be it physical or mental. Some children have moderate and specific learning difficulties.

New school admits are encouraged to visit the school prior to starting and if any children have additional needs the Local Authority and health advisers are contacted for support and guidance.

Staff are trained in the use of Epi/Jext Pens, where necessary, and many staff members hold current first aid qualifications. Qualified first aid trained staff are always available throughout school through a radio on-call system.

Transition meetings are held between class teachers each year. A thorough system of reviews takes place for children on the SEN register and those who have disabilities and medication users are discussed with parents and professionals where needed. Where children have significant health problems, all appropriate adults are informed and photos are displayed on the class notice board and/or the kitchen wall to highlight a food allergy.

How appropriate is the current provision?

Staff are regularly made aware of the issues faced by our pupils and act to resolve them, e.g. adapting the timetable, lesson content and presentation of resources to ensure better accessibility, planning visits and clubs which are inclusive. Regular CPD addresses the inclusion agenda.

Provision in an Emergency

Where necessary, children with specific physical needs have their own personal evacuation plans. Named adults are responsible for their evacuation in an emergency. Gosforth Park First School conducts regular evacuation practices for all children.

Future school site expansion

Gosforth Park First School has applied to expand the current school site during 2020. This expansion includes an extensive modernisation of the current building and grounds. The principles outlined within this policy will inform/have informed decisions that have been made regarding the design of the new school site.

Targets for 2018-2021 and how we intend to achieve them:

Monitoring will be undertaken by the Governing Body with advice taken from other professionals where necessary.

Target	Strategies	Timescale	Outcomes	Monitoring & Evaluation
To ensure that all written communication is as clear as it can be for all groups of children/families	<ol style="list-style-type: none"> 1. Alter font size, colour and page layouts for children with a visual impairment. 2. Produce weekly newsletter with clear information required for all stakeholders. 3. Ensure signage around school is suitable and accessible for all school users. 	Ongoing	Information is communicated effectively to all key stakeholders.	Head Teacher SENCO Governors
To monitor access to extra-curricular activities for children with disabilities.	<ol style="list-style-type: none"> 1. Identify any accessibility issues and work to resolve them. 	Ongoing	All children are able to access the extra-curricular activities which are on offer.	Head Teacher SENCO Governors
To improve teaching and learning provision for those with specific disabilities	<ol style="list-style-type: none"> 1. Staff training to support children with disabilities 2. School to seek advice from professionals when necessary. 	Ongoing	All children with disabilities make expected (or better than expected) progress.	Head Teacher SENCO Subject Leaders
To develop access to the physical environment of the school	<ol style="list-style-type: none"> 1. Act upon recommendations from fire safety inspectors 2. Site manager to produce monthly report to head teacher identifying any remedial action required. 3. Update and refurbish classrooms when necessary 	Ongoing	<p>All staff and children aware of safety procedures</p> <p>Health and safety risks are reduced</p> <p>All pupils have equality of access to the school curriculum</p>	Head Teacher Site Manager