



Gosforth Park First School

Accessibility plan - 2014 -2017



Introduction

This plan identifies the ongoing actions of the staff and Governing Body to increase access to education for disabled pupils in the following areas and in accordance with Department for Education guidelines:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Vision and values

At Gosforth Park First School we are committed to providing a fully accessible environment and curriculum which values and includes all children. This will enable them to achieve their potential regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities that we provide.

We recognise the individual needs of all of our children and aim to maximise everyone's potential. All staff share these responsibilities. The headteacher – SENCO has the responsibility for inclusion.

Information

We have lower than average number of pupils with special educational needs. Needs vary and can include language difficulties such as speech and language, dyslexia, dyspraxia, dysgraphia ,dyscalculia, Autism, hearing impairment, emotional and behavioural difficulties and medical needs.

Curriculum

Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and progress.

The following good practice is in place at Gosforth Park First School:

- Comprehensive tracking systems and data analysis
- Secure procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information given to all relevant staff in order to support pupils
- Regular home school liaison
- Differentiated curriculum to enable all pupils to feel secure and make good progress
- Learning Support assistants are deployed effectively to support a range of needs e.g. speech and language, motor skills, literacy and numeracy. They are also supported by Teaching Assistants.
- Strong links with outside agencies
- Teaching including a range of strategies to support different learning styles.
- All pupils are encouraged to take part in the full curriculum.
- Staff consider needs of disabled pupils when planning educational visits and check accessibility of all venues.

Physical Environment:

The school has two ramps for physical access to the main front entrance, Early Years entrance to the school. There is one disabled toilet facility. This is situated in the Early Years entrance area.

Fire and wheel chair friendly doors are fitted to the entrance doors of the Early Years and to the main entrance of the school. Hall doors are also accessibility friendly.

The interior of the building does not have a fully accessible thoroughfare. This is due to upstairs classrooms only accessible by staircases. However, this can be overcome by reasonable adjustments eg. such as changing classrooms around.

The following good practice is in place at Gosforth Park First School:

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and assembly points are on the playgrounds. We will review the need for a visual alarm if the need arises.
- Personal evacuation plans are in place for identified children with disability needs.
- Furniture and equipment are selected as standard, age related as appropriate.
- Consideration is given to the appropriate colour schemes when refurbishing to benefit pupils with visual impairments.
- Installation of window blinds in all rooms.
- Regular evaluation of the school site for accessibility by the SMT and governors responsible for finance and premises.

Information:

The school makes good use of the skills of external agencies to support pupils and their families with specific needs. Where necessary, meetings are arranged to ensure that they have access to information to enable the pupil to participate fully in the life of the school.

The following good practice is in place at Gosforth Park First School:

- If translators would be brought in when required to ensure that all parents have good access to information.
- A mobile texting service is provided to support good communication between home and school.
- Information for pupils in school is given in various formats when necessary including the use of simplified language and diagrams, ICT and oral reinforcement.
- Teachers are available at the end of the day to talk to parents if required.

Management and Implementation:

We share a whole school approach to meeting the requirements outlined in our accessibility plan and review progress on an annual basis with reference to the outcomes identified. The review forms part of our school development planning process and will also be reviewed when pupils with additional specific needs enroll at our school. The evidence used to aid reviews of the plan will include:

- SEN register
- Monitoring feedback re the provision for the children
- Data tracking
- Attendance data
- IEP/ statement reviews transferring to EHCP(Education and Health Care Plans)
- External agency reports and input
- Government and LA policies and initiatives

- Building inspection reports

Publication of the plan

The plan will be available on request from the school and published on the school website.

TERM	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short	Availability of written material in alternative formats	The school makes itself aware of the services available through the LA for converting written information into alternative formats.	If needed, the school can provide written information in alternative formats.	Summer 2014 ongoing	Delivery of information to disabled pupils/parents improved.
Short	Up to date information regarding disability of pupils.	School to review the information requested on pupil application forms.	School able to respond to needs of pupils and make provision for them.	Summer term 2014	School response to needs of all pupils.
Short	To include accessibility planning in appropriate section of the 3 year School Improvement Plan	Use internal audit of site re accessibility. To link this audit with LA audit of accessibility (including playground inspection)	School begins to ensure compatibility with accessibility planning eg to link this into any building developments or refurbishments	Summer term 2014	Accessibility planning continues to be an integral feature of school's planning.
Medium	To update Inclusion Quality Framework from Established to Advanced level	SMT to work through IQF. Discuss and report to staff/governing body and feed into development planning.	Inclusion review will evidence the high quality skills and provision provided for pupils.	Summer term 2014 School achieved IQF established level Spring term '15 onwards	Updated. All staff/governors aware of Framework and have participated in audit to achieve Advanced status.
Medium	To ensure all policy statements reflect inclusion for all pupils.	Curriculum co-ordinators to review policy statement in the	Evidence of equality of access to the curriculum for pupils with a disability.	Autumn term 2014	New National Curriculum access for all.

		light of the new curriculum.			
TERM	Target	Strategies	Outcome	Timeframe	Goals achieved
Medium	To ensure equal access for pupils/parents with specific physical needs	Act upon any findings from Health and Safety Inspection relating to access to exit from building.	Pupils/parents have equal safe access to/from the school building.	Ongoing from Autumn 2014	Evidence of equal involvement of disabled
Medium	To investigate changes to the entrance /waiting area of the school.	Design advice and costs re the access to the school and appropriate security doors to the rest of the school.	A proposed plan with financial costing	Autumn term 2014	Improved access and security to the main entrance will be sought.
Medium	To use funding to improve the outdoor area.	Receive competitive quotes Plan into new budget	New tarmac on identified areas of need on the playground. Improved drainage system. Play equipment updated.	Autumn term 2014 On going	Playgrounds will be well maintained and accessible for all.
Long	To ensure equal access for pupils/parents with specific physical needs.	Gain advice on a suitable solution for a designated accessible bays in external car park	Bays marked out	Autumn / Spring term 2015	Easy access to school site and building
Long	To have a school building in place which meets needs of all those associated with site.	To capitalise on funding streaming and available grants for planning for school site and building	Quality of provision will continue to improve for all pupils.	On going	To have a school building in place which meets needs of all those associated with site.
Reference	http://www.legislation.gov.uk/ukpga/2010/15/schedule/10				

Reviewed by SEND staff and SEND parent Governor June 17th 2016

Additional changes have been made to accommodate the needs of two children with specific needs.

Request by schools re outside campus car park for Accessibility Parking Bays - no response as yet from City Travel Dept

The plan is still fit for purpose with the above included

Reviewed by the Governing Body June 27th 2016

To be reviewed annually or earlier as deemed appropriate

Signed *Margaret Higgins* Chair of the Governing Body

Signed *Jiní Sara* Headteacher