



## Gosforth Park First School Accessibility Plan 2022-25

This **Accessibility Plan** should be read in consultation with the **SEND Policy**, the **SEND Information Report** and **Annual SEND Report**. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.

(Children and Families Act 2014, Part 3)

**Special Needs Coordinator (SENCO):** Mr James Hindess

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**The SENCO is the advocate for Special Educational Needs on the Senior Leadership Team and has been in post for 5 years. Mr Hindess is also the Deputy Headteacher and achieved the accredited National Award for Special Educational Needs Coordination (NASENCO)**

**SEN Link Governor:** Mr Eric Ferguson



## Introduction

The purpose of this document is to **ensure compliance with Schedule 10 of the Equality Act 2010**, which requires all schools to produce an Accessibility Plan that identifies the action the school intends to take over a 3-year timescale to prevent disabled pupils from being treated less favourably than other pupils.

Gosforth Park First School aims to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and
- Improve the availability of accessible information to disabled pupils.

The governors and staff of Gosforth Park First School recognise our 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 for a reason related to their disability.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan which will plan to increase access to education for disabled pupils.
- To make 'reasonable adjustments' (Equality Act 2010) to support all of our families.

## Definition

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.***

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.



## **Contextual Information**

Gosforth Park First School is a popular school in the heart of Gosforth, well supported by parents and the local community. We serve a changing population and strive to ensure that the needs of all pupils are met, both socially and academically. Our school community has high aspirations and expectations for the children we serve. We are committed to encouraging children's understanding and acceptance of other faiths, beliefs and cultures while supporting them to develop their own place in the community, both locally and globally.

Gosforth Park is an inclusive school. Early Years, Key Stage One and Key Stage Two currently share 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 school has two adult toilets as well as a disabled toilet, with handrail, big enough to accommodate wheelchair access.

The main school entrance has ramp access. The Early Years classrooms can be accessed via a ramp and have large double doors. At the front entrance door, activation buttons are located within reach of a wheelchair user. All internal door access controls are Disability Discrimination Act (DDA) compliant. There is a disabled parking space situated in the carpark outside the main school entrance.

## **Future Site Expansion**

In July 2022, it was announced that Gosforth Park First School will increase from one and a half form entry to a two-form entry school. This means that up to 60 places will be available in each year group and that the total capacity of the school will increase from 225 pupil places to 300 pupil places. It is expected that the school will admit up to 60 pupils into reception class in September 2023 and thereafter. The nursery provision will remain at 26 (52 part-time) places.

To enable Gosforth Park First School to increase to the proposed capacity, the school will expand into the former Broadway East First School premises, which is located adjacent to Gosforth Park First School on the existing site.

The proposed expansion to Gosforth Park First School is a 'prescribed alteration' under the School Organisation (Prescribed Alterations to Maintained Schools) England Regulations 2013. The school will expand on its existing site and utilise Broadway East First School's building once they have moved to their new site. The building will be remodelled and refurbished and is expected to be completed by the summer 2023.



## **Information about the Gosforth Park First 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.

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. Parents/carers, lead first aiders and where appropriate medical professionals work together to produce individual healthcare plans. Where children have significant health problems, all appropriate adults are informed. Photos of children at risk are shared with relevant staff and photographs of those with food allergies are made available to kitchen staff.

School staff also work in consultation with medical staff to support children in school with additional medical conditions. Staff are aware of the difficulties faced by our disabled 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.

Gosforth Park First School is a nut free school and this is regularly communicated to parents/carers. Where we have pupils with medical needs, who require medication and emergency medication to mitigate their allergic reactions, individual healthcare plans are in place and staff receive the appropriate training to administer any emergency medication, including the use of an EpiPen or Jext. The school also has its own defibrillator. Qualified first aid trained staff are always available throughout school through a radio on-call system.

### **Areas to be considered in the Action Plan:**

#### **1. Increasing Access to the School Curriculum**

Improving the quality of teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all children. We aim to meet every child's needs within inclusive classes.

It is a core value that all children are able to participate fully in the broader life of the school. All children have opportunities to join age relevant extra-curricular activities beyond and within the school day. All children are included in a range of educational visits, which



support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all children may participate. Advice is sought from other professionals involved with children who may have special requirements and from health and safety officers as appropriate.

School already makes additional provision for pupils with special educational needs to access the curriculum through the SEN Framework and this will also cover many disabled pupils. Additional adult support and resources are targeted to support those pupils within school.

The school has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of children's needs and expertise sought to support the children in school from parents/carers and practitioners.
- Staff training on specific learning needs to support staff to facilitate high quality teaching for all pupils.
- The allocation of resources and equipment to support reasonable adjustments from the delegated budget allocated to resources.
- Ensure that all curriculum development work reflects fully the requirements of the Equality Act 2010.

## **2. Improving Access to the Physical Environment**

Gosforth Park First School will take into account the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises. The physical environment of the school has a differential impact on access for different groups of disabled pupils. Different aspects of the physical environment need to be considered in relation to different groups of pupils.

When building maintenance and repair work is carried out consideration is given to recommendations in the Access Audit. Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Governors will use the school's delegated budget and devolved formula capital to meet specific need, adhering to best value principles.



### 3. Improving the Accessibility of Information.

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. This may include: hand-outs, timetables, worksheets, notices, information about school events, all curriculum material, displays, and material on ICT systems. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and should be made available within a reasonable time frame.

In planning to make written information available to disabled pupils and/or parents school will establish the exact need and then meet it. School will use Local Authority expertise and support agencies as well as its own ICT infrastructure to access a range of materials supportive of needs. Teaching and support staff will always need to be sensitive to presenting materials to children in appropriate formats.

The school has set the following overall priorities for delivering written information:

- Ensure all signage around school has clear written information using a large font and visuals where possible.
- Increased use of social media to share information with families.
- Development the school website with accessibility functions
- To liaise with the Children's Vision Team to support any children in school who require differentiated resources and presentation of written information

#### **Provision in an Emergency**

Any children identified with specific physical needs will have their own personal evacuation plans. Named adults will be responsible for their evacuation in an emergency. We have regular evacuation practices for all children, including an evaluation of procedures.

#### **Monitoring**

This policy has been reviewed and agreed by the Governing Body. The Accessibility Plan will be reviewed and updated at least every three years. The Accessibility Plan should be read in consultation with the **SEND Policy**, the **SEND Information Report** and **Annual SEND Report**. This plan also complements our **Equalities Statement**, **Supporting Pupils with Medical Conditions Policy** and **Safeguarding Policy**.



## Accessibility Targets 2022-25

Target	Strategies	Timescale	Outcomes	Monitoring and 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"> <li>1. Alter font size, colour and page layouts for children with a visual impairment.</li> <li>2. Produce weekly newsletter with clear information required for all stakeholders.</li> <li>3. Ensure signage around school is suitable and accessible for all school users.</li> <li>4. Increased use of social media to share information with families.</li> </ol>	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"> <li>1. Identify any accessibility issues and work to resolve them.</li> <li>2. Ensure all children with disabilities and special educational needs are invited to access the whole extra-curricular offer.</li> </ol>	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"> <li>1. Staff training (CPD) to support children with disabilities</li> <li>2. School to seek advice from professionals when necessary</li> <li>3. Ongoing coaching and lesson modelling from SENCO to support high quality teaching and learning.</li> </ol>	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 as part of the planned expansion and refurbishment works	<ol style="list-style-type: none"> <li>1. Act upon recommendations from fire safety inspectors</li> <li>2. Site manager to produce monthly report to head teacher identifying any remedial action required.</li> <li>3. <b>Update and refurbish the site in-line with the planned expansion development, including the updating and refurbishment of classrooms.</b></li> </ol>	Work to commence during 2022-23 academic year	<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 Local Authority