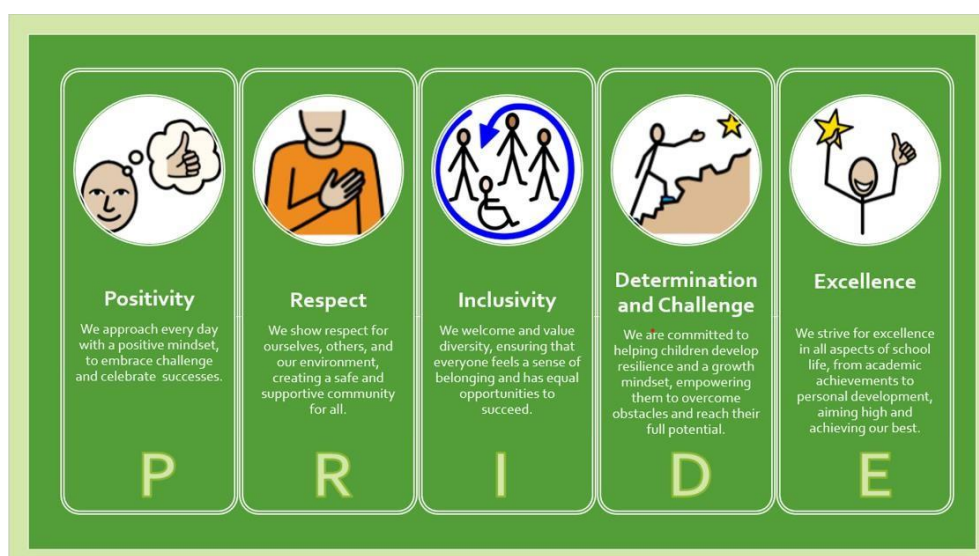


Gastrells Community Primary School



Accessibility Plan



Approved by:

Standards

Date: Nov 25

Next review due by:

Nov 28

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities Our school aims to promote respect for difference and diversity in accordance with our values

- **Positivity:** We approach every day with a positive mindset, encouraging students to embrace challenges and celebrate their successes.
- **Respect:** We show respect for ourselves, others, and our environment, creating a safe and supportive community for all.
- **Inclusivity:** We welcome and value diversity, ensuring that everyone feels a sense of belonging and has equal opportunities to succeed.
- **Determination and Challenge:** We are committed to helping students develop resilience and a growth mindset, empowering them to overcome obstacles and reach their full potential.
- **Excellence:** We strive for excellence in all aspects of school life, from academic achievements to personal development, inspiring students to aim high and achieve their best.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also 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. Gastrells

Primary School is a Community Primary School supported by Gloucestershire LA.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises

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	<ul style="list-style-type: none"> • Our school offers a differentiated and adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • Maintain current good practice • Purchase further resources when needed 	<ul style="list-style-type: none"> • Monitor progress • Subject leaders to look at appropriate resources for those with disabilities 	FR Subject leaders	ongoing	

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Lift • Corridor width is wheelchair compliant • Disabled parking bays • Disabled toilets (not every disability is visible) and changing facilities • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Ensure new entrance is appropriate • Improve acoustics in the hall 	<ul style="list-style-type: none"> • Work with the LA to ensure • Sound proof hall for those with additional hearing needs 	<p>GP</p> <p>Hearing impairment team GP</p>	<p>Spring 26</p> <p>July 26</p>	<p>The new entrance and workspace is accessible</p> <p>The hall has sound proofing</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (would source if needed) • Induction loops • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • Ensure that we use consistent Makaton signage is used throughout the school • Speech to text used to support 	<ul style="list-style-type: none"> • All staff use same symbols • Teach children to use speech to text • Purchase speech to text applications 	<p>All staff</p> <p>FR</p>	<p>Ongoing</p> <p>Dec 26</p>	<p>Signage uses consistent symbols</p> <p>Children are more able to use speech to text</p>

4 . Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher, SENDCo It will be approved by the standards committee.

5. 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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy