



Garden Fields School

Accessibility Plan (2019 – 2022)

1) Vision statement

At Garden Fields we intend, over time, to increase the accessibility of our school for disabled pupils. We are committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of any physical or learning disabilities. The Staff and Governors are mindful of their responsibilities under Equality Act 2010. Before any alterations to the school are considered, the implications of this Act will be taken in to account.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2) Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

3) Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

4) Consultation

This plan has been drawn up based upon information supplied by pupils, parents, staff and governors both informally and through governor meetings, and health and safety walks, surveys and also advice from external SEND advisory agencies.

5) Related policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Objectives and Information Policy
- Special Educational Needs Policy
- Health and Safety Policy
- School Development plan

6) Training

Whole school training and support from our SEND team and external CPD will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

7) Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. We do this as part of our School Development Plan, which is updated on our website annually.

Below are our current accessibility objectives, also showing how Garden Fields Primary School will address the priorities identified in the plan. The plan is valid for three years 2019-22 but progress against the objectives is reviewed annually.

Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	<i>Person responsible</i>	<i>Date to complete actions by</i>	<i>Success criteria</i>
Ensure that new music room plans include wheelchair access including access to toilet facilities	All designs to be checked to ensure they are compliant with disability legislation	AF, CDB Resources Committee	Jan 2020	Building is accessible to all
To continue developing teaching methods across the school to support SpLD learners	Ensure children with Specific Learning Difficulties (SpLD) have access to the curriculum through items such as physical difficulties Advise parents whose children are assessed as having possible tracking difficulties are advised on appropriate eye testing INSET for teachers in identifying and supporting pupils with	AF, RP and SKR	Ongoing	Pupils with SpLD make progress across the curriculum (Shown in scrutiny of assessment data analysis)
Development of sensory rooms to support children with ASD	2 x offices developed for use as sensory rooms – with soft furnishings and lighting	RP	July 2020	Spaces developed for pupils with sensory needs
To train staff in techniques for supporting children with autism	Staff supporting pupils with ASD to have training from advisory teachers and access to any available training	RP	Ongoing	Staff increasingly confident in supporting pupils with ASD

Objectives Set **December 2019**

To be reviewed at the end of each academic year as part of School Development Plan (SDP) review and adjusted as needed for each new SDP.