

GREENHEART

LEARNING PARTNERSHIP



Accessibility plan

Edgar Stammers Primary Academy

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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 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

Greenheart Learning Partnership aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Greenheart Learning Partnership is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Greenheart supports available partnerships to develop and implement the plan.

<https://send.walsall.gov.uk/sites/default/files/4567776/2023-10/Walsall%20Accessibility%20Strategy%202020-2023.pdf>

If you have any concerns relating to accessibility in school, the Complaints Policy sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and Greenheart Learning Advisory Committee (GLAC) members of the school.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. 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
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated 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 ensure it meets the needs of all pupils 	<p>Increase confidence of all staff in differentiating the curriculum.</p> <p>Ensure classroom support staff have specific training on disability issues.</p> <p>Ensure all staff are aware of the needs of all children with SEND.</p> <p>Appropriate use of specialised equipment to benefit individual pupils.</p> <p>All educational visits to be accessible to all.</p> <p>Review PE curriculum to ensure that PE is accessible to all.</p> <p>Ensure classrooms are organised to promote the participation and independence of all pupils</p>	<p>Be aware of staff training needs on curriculum access.</p> <p>Be aware of staff training needs.</p> <p>Staff access appropriate CPD</p> <p>Further develop the system whereby all plans and reports are available to relevant staff.</p> <p>Information sharing with all agencies involved with the child.</p> <p>Make sure software is installed when needed.</p> <ol style="list-style-type: none"> 1. <i>ICT Equipment and programs</i> 2. <i>Sloping boards</i> 3. <i>Colour overlays</i> 4. <i>Specialist shaped pencils</i> 5. <i>Workstations</i> 6. <i>Workbaskets</i> <p>Develop guidance for staff on making trips accessible.</p> <p>Ensure each new venue for appropriateness.</p>	<p>SLT/SENCO</p> <p>SLET/SENCO</p> <p>SENCO</p> <p>SENCO/ICT Lead</p> <p>EVC/SLT/SENCO</p> <p>PE Lead</p> <p>All staff</p>		<p>Raise staff confidence in strategies in differentiation and increase pupil participation.</p> <p>Raise confidence of support staff.</p> <p>All staff aware of individual children's needs.</p> <p>Wider use of SEN resources in the classroom.</p> <p>Increased access to the curriculum.</p> <p>Needs of all learners met.</p> <p>All pupils in school to access all educational visits and take part in a range of activities.</p> <p>All to have access to PE and be able to excel.</p> <p>Increase in access to the National Curriculum</p> <p>For children with a hearing impairment</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> Library shelves at wheelchair-accessible height 	<p>All fire escape routes are suitable for all</p> <p>Lighting sources and projector bulbs to be regularly checked to avoid eye strain.</p>	<p>Ensure all staff are aware of their responsibilities</p> <p>Make sure all areas of school can have wheelchair access.</p> <p>Exit routes to be checked regularly.</p> <p>Ensure site manager and ICT lead checks all classrooms on a regular basis.</p>	<p>Head teacher/Site manager</p> <p>Site manager</p>		<p>safe in the event of a fire.</p> <p>All disabled staff, pupils and visitors able to have a safe independent escape from school.</p> <p>All children including those with visual impairment can easily access the text on the interactive whiteboard and from a written text.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Pictorial or symbolic representations through Widgit or Makaton Staff can translate in some languages Basic Makaton 	<p>Review information to parents/carers to ensure that it is accessible</p> <p>Improve the delivery of information in writing in an appropriate format</p> <p>Languages other than English to be visible in school</p> <p>Provide information in other languages for</p>	<p>Provide information and letters in clear print in 'simple' English</p> <p>School Office will support and help parents to access school information and complete school forms</p> <p>Ensure that school website can be easily accessed</p> <p>Provide suitably enlarged print for pupils and parents who have a visual impairment</p>	<p>School office</p> <p>School office</p> <p>SENCO</p>		<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p> <p>Positive communication between school and parents and school and the local community</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> • Quiet environment for meetings with parents with language barriers 	<p>pupils or prospective pupils who may have difficulty with hearing or language problems</p> <p>Provide information in other languages for pupils or prospective parents/carers who may have difficulty with standard form of printed information</p>	<p>Some welcome signs to be multi-lingual</p> <p>Access to translators, sign language interpreters to be considered and offered if possible</p> <p>Staff to be trained in basic Makaton through weekly briefing.</p> <p>Ensure website is fully compliant with requirement for access by person with visual impairment</p> <p>Ensure Prospectus is available via the school website</p>	<p>Head teacher/SENCO</p> <p>School Office</p>		<p>Confidence of parents to access their child's education</p> <p>Pupils and/or parents feel supported and included</p> <p>All can access information about the school</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 approved by Laura McGee (head teacher) and GLAC.

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
- Supporting pupils with medical conditions policy