



Great Sampford Primary School

Accessibility Plan

Updated: February 2023
Review: February 2025

Great Sampford Primary School
Accessibility Plan

Responsible Teacher: Head Teacher

This policy should be considered in conjunction with our:
Equality and Diversity Policy

Rationale:

The purpose of this plan is to show how we, at Great Sampford Primary School, intend over time to increase the accessibility of our school for pupils and adults with disabilities. It is underpinned by the Essex Schools' Accessibility Strategy 2015-2018 document.

Definition of Disability:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Background:

From September 2002, the Disability Discrimination Act 1995 (DDA) outlawed discrimination by schools and LAs against either current or prospective pupils with disabilities in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education and to the site in general for disabled pupils and/or their carers/parents in the three areas required by the planning duties in the DDA:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum. This includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery of information to pupils with disabilities which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Great Sampford Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with pupils with disabilities, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage and hinders their ability to achieve and participate fully in school life. The school takes a pro-active stance in promoting positive attitudes to people with disabilities and in planning to increase their access to education.

As part of the school's ongoing commitment to effective communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information:

All of the school building and playground is currently accessible for a child in a wheelchair or limited mobility.

The Current Range of Disabilities within Great Sampford Primary School:

The school currently has no children with specific physical disabilities. However, when children enter school with specific disabilities, the school contacts the LA and Health Service professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances. These children are brought to the attention of the catering staff who have an understanding of their dietary requirements. The catering team meet regularly with the parents to discuss the menu choices available and all children with intolerances/allergies have their photo placed in the kitchen to help with easy identification.

All medical information is collated and available to staff, on the staff noticeboard, in the main office. All staff are emergency first aid trained and key staff hold a paediatric first aid qualification.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Where necessary Care Plans are drawn up with the parents and outside support agencies to ensure continuity of care provision.

Great Sampford Primary School Accessibility Plan 2023-2025

Targets	Strategies	Outcome	Timeframe	✓
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going as needs arise.	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	Ongoing	
To ensure child recovering from serious medical condition has minimal risk of contracting infections.	Parents to be reminded of need to inform school about infections that might cause problems.	Child continues to make good recovery.	Half termly	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults. Continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of additional needs.	SENDCo to review the needs of children and provide training for staff as needed.	Staff have ability to enable all children to access the curriculum.	Ongoing	
To ensure that all children are able to access all out of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of school education ensure that the needs of all children are met.	Ongoing	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by Head Teacher	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, can access parents events.	Staff to hold parents consultations by phone or send home written information.	Parents are informed of children's progress.	Termly	