

Disability Equality Statement and Accessibility Plan



Whole School

Created in collaboration with our legal expert at The School Bus

Statement of intent

This plan should be read in conjunction with the **Equal Opportunities, Inclusion and SEN Policies and the School Improvement Plan**. It outlines the proposals of the governing body of Great Bridge Primary to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy and Governors will monitor implementation as part of their strategic role.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

Contents

Disability Equality Statement

Government / LA Policies and Guidance

Accessibility Plan:

1. Planning duty 1: Curriculum
2. Planning duty 2: Physical environment
3. Planning duty 3: Information

Disability Equality Statement:

Great Bridge Primary adheres rigorously to the ***Disability Equality Act 2010*** and the following Government / LA policies and guidance:

- Accessibility Strategy 2015 – 2018
- The Disability Discrimination (Prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations 2005
- Accessible schools guidance
- Definition of disability guidance
- The essential guide to the public sector equality duty
- What the Equalities Act means for schools
- DFE equality act guidance for schools
- Resources list Equality Act 2010 and accessibility planning

Planning duty 1: Curriculum

	Issue	Action	Responsibility	Timescale	Expected Outcomes	Review
Short Term	Curriculum content requires constant adjustment in order to meet the learning needs of all children	Adapt curriculum content, differentiate as necessary and provide scaffolding and learning resources to enable all children to have access to appropriate learning content	All teaching staff – Core and Creative Curriculum PE coaches – PE curriculum LS staff adaptations to group focused activities SENco/FP Manager for FP children Class teachers/Hub Leader for Hub	Daily – minor adaptations Weekly – core curriculum planning Weekly – minor adaptations to creative curriculum Termly – creative curriculum	All children are able to access curriculum content appropriate to their ability, physical and learning needs	Termly by SENco and FP Manager/Class teachers & Hub Leader
Medium Term	Learning resources do not meet the ongoing needs of VI children	Adapt resourcing short term by photocopying enlarged print or using magnifier screen or iPad, review of class seating, medium / long term, purchase large print texts	SENco Teachers of VI children LS staff supporting VI children	Daily / weekly for ongoing lessons Termly in advance of texts being required	All VI children are fully included in learning and are able to access all resourcing as required	Termly by SENco and teachers

Long Term	Unknown or changing needs of new children require analysis with appropriate strategies identified in order to meet learning needs	Purchase equipment or access support as required Provide staff training or support from outside agencies	SENco / HT	As required dependent on needs and budget / facility availability	All new learners with disabilities are appropriately supported in their accessing of the curriculum	Ongoing by SENco / HT
-----------	---	---	------------	---	---	-----------------------

Planning duty 2: Physical environment

	Issue	Action	Responsibility	Timescale	Expected Outcomes	Review
Short Term	Children's environmental needs change suddenly, particularly those with sensory processing difficulties and indeterminate triggers	Seek advice from OT, CCAT or OH regarding sensory management tools Purchase or seek funding as required or within budget constraints / availabilities	SENco / HT / Governors / OT / OH / Inclusion Support/CCAT	Ongoing	Children's physical needs are met	Ongoing
Medium Term	Children's environmental needs change due to them growing i.e. acoustic / sensory booths require replacement, specialist equipment required i.e. standing frames, chairs etc.	Organise replacement of furniture as required or as is available	SENco / HT	Annual Review with replacement planned for well in advance or as advised by Physiotherapy or OT	Children's physical equipment is appropriate for their size and needs	Annual Review or as advised by Physiotherapy or OT
Long Term	School trip planning needs to include analysis of location / event to ensure future year groups with	SLT to map whole school trip expectations and identify those likely to cause issues with	SLT/Class Teachers	July 2017 initiation	All children are able to successfully access school trips to a range of sites and with a	Annual

	SEND children are able to access the learning opportunity appropriately.	current SEND children, then make recommendations for adaptation or venue / focus change.			range of learning focuses	
--	--	--	--	--	---------------------------	--

Planning duty 3: Information

	Issue	Action	Responsibility	Timescale	Expected Outcomes	Review
Short Term	Content requirements for school website related to SEND core offer require updating to meet LA agreed Focus Provision specialism	HT to update website once specialism statement agreed with IS	HT / IS	Ongoing – dependent on IS	Website contains all necessary SEND core offer statements	Annual or more frequent dependent on changing legislation or LA SEND requirements.
Medium Term	Main communication from school is not always accessed by all children and parents	Continue to advertise the school website in the weekly HT letter, plus send out termly year group/FP & Hub newsletters – share with children whenever possible before home time. Use of class dojo	HT/SLT/ Class teachers/FP & Hub Leaders	Ongoing	More parents access school website & are able to answer queries online than by phone. More parents / children are aware of information shared in newsletter	Annual
Long Term	Issues communicating with some parents. Not all stakeholders have views represented	Use of School Comms for texts. Reminders for parents to update contact numbers. School website to carry main information, news updates and key dates. Involve parents of SEN children in review / target setting process.	HT / Governors / Attendance Secretary	April each year for budgeting purposes – cost of School Comms text bundles / website hosting costs	Most parents can receive school text messages regarding attendance and key school events. School website is kept updated with all key information	Annually

Policy Approval

This plan is reviewed every 3 years or sooner if required in order to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Policy approved by (Print name)	Helen Hale
Signature	
Position	Headteacher
Date	26.07.2023

Policy approved by (Print name)	Natalie Martin
Signature	
Position	Chair of Governors
Date	25.09.23

Review Date	July 2026
-------------	-----------