Gorse Hill Primary School
Accessibility Plan

Approved by:	Buildings Committee	Date: 15 March 2023
Last reviewed on:	Pre March 2020	
Next review due by:	March 2026	

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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 for all pupils without discrimination of any kind.

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are equally ambitious for all pupils and staff irrespective of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. Inclusion is central to our ethos and practices.

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.

The school has signed up to Trafford LA's Inclusion Charter and fully subscribes to its principles.

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, including governors 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 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.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA

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Increase access to the curriculum for pupils with a disability	Explain your school's approach here. Examples: • 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 make sure it meets the needs of all pupils	Long: Annual review of the curriculum to ensure it meets the needs of all pupils Medium: Audit resources to ensure that they are tailored to the needs of pupils.	Review each curriculum area to ensure that it meets the needs of all pupils and is accessible to all. Audit current resource provision. Purchase new resources as appropriate	Mrs Rodda Curriculum subject leaders	May 2024 and annually	All pupils can access the curriculum.

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Improve and maintain access to the physical environment	Explain your school's approach here. Example: The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities	Medium: To ensure there is a disabled parking bay in the staff car park. Long: Library shelves at wheelchair-accessible height Long: door entrances to have wheelchair accessible height exit button.	Quotes for the painting of a disabled parking bay at the appropriate size. Quotes for the installation of automatic opening doors at wheelchair accessible height.	A Masters	September 2023 July 2026	Improved disabled access to the school building.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • CCTV equipment • Touch type keyboard	VI pupil learn to touch type	VI team to support pupils learning to touch type	C Dickinson Class teacher VI Team	Ongoing	VI pupil able to access the curriculum effectively by touch typing efficiently.

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 Head Teacher and the Buildings and Health and Safety Committee.

It will be approved by the governing board.

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