

GARGRAVE Primary School

Accessibility Plan

At Gargrave school we welcome all children regardless of their needs. We endeavour to meet the needs of all children, including those with Special Educational Needs and disabilities to ensure a fully inclusive education.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 to cover Education. Since September 2002, the Governing Body and the Equality Act 2010 have had three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils, where realistic.

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

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

The Accessibility plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

At Gargrave Primary School we meet pupil's needs by:

- Providing support for SEND pupils through differentiated resources and activities.
- Sometimes teach SEND pupils in small groups or on a 1:1 to develop basic skills of reading, writing and maths.
- Organising learning to support individual needs.
- Raise awareness of disability through staff training.
- Provide additional support through teaching assistants.
- Train teaching assistants to deliver intervention programs.
- Use dyslexia friendly work books.
- Provide children with overlays, coloured paper etc.
- Seat children appropriate to impairment.
- Seek advice from specialist services.

For access to all provision Gargrave School provides:

Signage signalling where the disabled access is.

A disabled toilet

ACCESSIBILITY PLAN

Targets	Strategies	Outcome	Time	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan is an annual agenda item at FGB meetings.	Clerk add this item to the agenda.	Adhere to legislation	Annually	
To ensure that all policies consider the implication of disability needs of any child in school or potential children.	Consider this when reviewing policies.	Policies reflect current legislation	Annually SEN governor	
To improve staff awareness of disability issues and ensure all staff are up to date.	Ensure all staff training needs are met and they have an up to date knowledge.	Whole school community are aware of issues.	annually	
Physical Environment				
To ensure that the school environment is accessible for all children and adults continue to maintain and improve this environment – this includes the school, garden and field.	Audit of accessibility for all children in the school environment by Governors.	Improvements or modifications are made to school when the need arises.	annually	
Curriculum				
To continue to train support staff to enable them to meet the needs of children with a range of SEN.	SENCO to review training needs as when required.	TA's are able to assist children fully.	annually	
To ensure that all children are able to access all out of school activities, eg	Review out of school provision to ensure	All providers are able to meet the needs of	annually	

PE, clubs, trips, residential etc.	compliance with Inclusion legislation.	children.		
To provide any specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide appropriate equipment as needed.	Children will develop independent learning skills	annually	
To meet the needs of all children during statutory assessments	The requirements of the children during this time will be assessed and amendments made.	Children will be able to access tests. Barriers to learning will be reduced.	annually	
To provide specialist services to children that require this.	Specialist Services will be contacted and sought.	Children have the full support they need.	termly	
Written/Other Information				
To ensure that all parents and other members of the community can access information.	Written information will be provided in alternative formats as required.	Written information will be provided in alternative formats as required.	weekly	

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