



**Accessibility Plan
2024 – 2027**

Vision statement

At Green Lane Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

From September 2002, the Disability Discrimination Act (1995) outlawed discrimination by schools and Local Authorities against either current or prospective disabled pupils in their access to education. It is a requirement for a school to have an Accessibility Plan that is resourced, implemented, reviewed and updated as necessary. Green Lane Primary School plans, over time, to increase the accessibility of provision for all stakeholders and visitors to the school. This plan will contain the relevant actions needed to:

- Improve access to the **physical environment** of the school, adding additional facilities as necessary. This section covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for all pupils, including those with a disability, expanding the curriculum as necessary to ensure that all pupils are as equally prepared for life as any other pupil. This covers teaching and learning and the wider curriculum of the school; such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information and communication** to pupils, staff, parents/carers and visitors; including those with disabilities. Examples might include handouts, timetables, textbooks, information about the school and school events. The information should be made available in various preferred formats within a reasonable time-frame.

Attached is a clear action plan relating to how we plan to address these key aspects of accessibility. These plans will be reviewed and updated on an annual basis (or before if needs dictate). A new Accessibility Plan will be drawn up every three years. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to keep informed attitudes on this matter.

Definition Of Disability

Disability is defined as follows by the Disability Discrimination Act (1995): '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'.

Some children defined as disabled, who for instance have arthritis, may not be defined as having SEND. Some children defined as being SEND, who for instance may have a behavioural difficulty, may not be defined as disabled. This plan addresses the needs of children with learning difficulties and disabilities.

Contextual Information

At Green Lane Primary School, the majority of the school playground is fully accessible, including for pupils in a wheelchair. In the Priestley Building a lift facility is in place, as an alternative to steps, which provides access to the upper part of the building.

Current Range of Disabilities

Green Lane Primary School currently has children with a range of disabilities, including those with Autistic Spectrum Disorder and Development Language Disorder, and other medical conditions with related susceptibility to infections. We house two Resourced Provisions to provide specialist support for pupils with a higher range of ASD and DLD needs. When children enter school with specific disabilities, the school works closely alongside all necessary professionals and agencies to provide support and guidance for both pupils and families.

A small number of pupils also suffer from conditions such as asthma and staff are aware of these children. Inhalers are kept in classrooms. Some children have allergies, food intolerances or require cultural food choices. We have a number of trained first-aiders who hold the most relevant certification. All medication is kept in a designated safe and secure place (see Administration of Medicines Policy) which has easy access for First Aiders and staff members when necessary.

Part A – Improving the Physical Environment

Targets	Strategies	Responsibility	Success Criteria	Impact
To be aware of the needs of disabled pupils, staff, governors, visitors, parents and carers.	<p>Develop plans for individual disabled pupils as part of the ILP or EHC process as required.</p> <p>Maintain an up to date awareness of the medical and additional needs of all staff, pupils and stakeholders in school.</p> <p>Review access needs of staff through the induction process.</p>	<p>RD</p> <p>JB</p> <p>JB</p>	<p>ILPs/EHCPs in place for all disabled pupils and key staff are aware of pupil needs.</p> <p>All school stakeholders are confident that their needs are met at all times.</p> <p>Induction process identifies access arrangement needs.</p>	
To ensure the school environment allows access to all pupils in all areas.	<p>Consider the needs of all pupils, including disabled pupils or stakeholders when redesigning or restructuring the building.</p> <p>Carry out regular maintenance of the lift for multi-storey access.</p>	<p>JB</p> <p>WH / SL</p>	<p>All redesigned school areas are accessible to all pupils and stakeholders.</p> <p>Lift provides access to Year Six.</p>	
To ensure that all fire routes are safe for all.	<p>Ensure all areas of school have appropriate wheelchair access.</p> <p>Carry out site checks to review all fire safety routes in classrooms and through school.</p>	<p>SLT</p> <p>SLT</p>	<p>All disabled pupils and staff are safe in the event of a fire evacuation procedure.</p>	
To ensure there is accessible car parking for all stakeholders.	<p>Provide two clearly marked disabled parking spaces in the school staff car park.</p> <p>Ensure these areas remain clear for those who may need it.</p>	<p>JB</p> <p>JB</p>	<p>All stakeholders have access to car parking facilities.</p> <p>Disabled car parking spaces are clearly marked and free for those who need them.</p>	
To ensure school ramps are maintained on a regular basis.	<p>Carry out regular checks of school ramps to ensure they are well maintained and accessible for all.</p>	<p>WH / SL</p>	<p>All pupils and stakeholders are able to use school ramps to access the building.</p>	

Part B - Increasing Pupil Participation in the School Curriculum

Targets	Strategies	Responsibility	Success Criteria	Impact
To ensure teachers are confident in adapting lessons to ensure all pupils are able to access the curriculum.	<p>Continue to provide staff CPD on ensuring curriculum differentiation for all pupils, including pupils with additional needs.</p> <p>SENCO/Inclusion Leader to support individual staff with strategies to ensure all pupils access curriculum.</p> <p>Liaise and use external support from Resourced Provision staff on how to cater for additional needs.</p>	<p>JB</p> <p>RD</p> <p>RD</p>	<p>Feedback from M+E shows how lessons are effectively differentiated to meet need.</p> <p>Feedback from M+E shows how all pupils are able to access the full curriculum.</p>	
To ensure Teaching and Learning Partners have access to training on disability issues.	<p>Provide training opportunities for TLPs to develop and share high quality practice in their role.</p> <p>Identify training need and impact of work through appraisal process.</p>	<p>RD</p> <p>RD</p>	<p>All LSAs have regular access to specific training linked to their role and need.</p> <p>Appraisal targets reflect specific training needs for Learning Support Staff.</p>	
To make sure all educational visits to be accessible to all pupils.	<p>Review risk assessments to identify how visits are modified to cater for the needs of all pupils and needs.</p> <p>Select venues and visits based on accessibility for pupils and needs.</p>	<p>JB</p> <p>JB</p>	<p>All pupils in school are able to access educational visits.</p> <p>All pupils in school are able to access educational visits.</p>	
To ensure communication is effective with parents.	<p>Carry out termly parent consultation evenings with all parents and families.</p> <p>Annual review (ILP) meetings for families of pupils with additional needs.</p>	<p>JB</p> <p>RD</p>	<p>Parents/carers are fully informed about progress and engage with their child's learning.</p>	
To resource and provide specialist equipment for improve curriculum access.	<p>Purchase and allocate specialist equipment as required i.e. tablet for specific pupil.</p>	<p>RD</p>	<p>All barriers to learning are removed and all pupils are able to access a broad and balanced curriculum.</p>	

	Provide specialist support for pupils with specific needs i.e. sight impairment team.	RD		
To ensure transition into Nursery is effective.	Identify at the earliest possible stage pupils who may need additional support or any specialist resources and provision.	RA	Transition from early years providers to Nursery is effective and identifies any additional needs.	

Part C - Improving the Delivery of Information – Communication Access

Targets	Strategies	Responsibility	Success Criteria	Impact
To maintain a website to ensure information is clear and can be easily accessed on all devices.	Ensure website and documents via the website can be accessed by all, including when using desktops or mobile devices.	JB	School website is in place that is accessible to all on all portable devices.	