

Sept 2021-2024

## Accessibility Plan

This Accessibility Policy and Plan complies with current legislation and requirements as specified in the Equality Act 2010.

Green Lane Primary Academy is committed to providing an accessible environment that enables full curriculum access, and includes all pupils, staff, parents and visitors regardless of education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action aligned to the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness in school.

The academy is active in promoting positive attitudes to disabled people in the academy.

The Accessibility Plan complements and supports the academy's Equality and Diversity Policy and SEND policy, both of which can be accessed via the website.

### Definition of disability

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

- He or she has a physical or 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 purpose of our accessibility plan is:

- To provide safe access throughout the school for all school users, irrespective of their disability
- To ensure that the curriculum and the teaching and learning environment are accessible and suitable for all staff and pupils, tailoring the requirements to suit individual needs
- To improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.

### Monitoring and Review

This plan will be monitored through the AAB. This will happen as the Department for Education advises, at least every three years.

<b>ACCESS TO THE CURRICULUM</b>			
<b>Current Practice and Priorities</b>	<b>Strategy Action &amp; Responsibility</b>	<b>Timescale</b>	<b>Status Check/Outcome</b> <input checked="" type="checkbox"/> <input type="checkbox"/>
Continue to update training for teachers and support staff on different aspects of SEND and how to provide effective provision	<ul style="list-style-type: none"> <li>• SENCO to establish training needs and implement appropriate training programmes as required</li> <li>• Staff Meetings led by SENCO and SLT</li> <li>• SENCo and SLT to review and improve whole school SEND systems and monitoring in school</li> <li>• SEND pupils have a graduated response support plan, reviewed termly alongside parents</li> </ul>	On-going	
Ensure PE curriculum is accessible to all	<ul style="list-style-type: none"> <li>• PE Co-ordinator to gather information regarding accessible PE and Disability Sports whenever necessary</li> <li>• PE Co-ordinator to review PE curriculum to audit potential need across school.</li> <li>• Individual requirements for pupils and conversations with parents logged on cpoms.</li> </ul>	On-going	
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	<ul style="list-style-type: none"> <li>• Compliance with the Equality Act 2010</li> <li>• Child friendly policies in place reviewed annually by the School Council.</li> <li>• Link to Local Offer on website.</li> </ul>	Completed by Principal	

<p>Single storey building allows access for everybody to all areas of the academy both inside and out.</p> <p>Disabled toilet access.</p> <p>Risk assessments for educational visits ensure accessibility for all.</p> <p>Child friendly policies on bullying, safeguarding and behaviour are reviewed every Sept by School Council and displayed around GLPA.</p>	<p>PEEP s in place for staff and pupils who require one by SENCO.</p>		
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