Gerrans School
(part of The Roseland Multi Academy Trust)

Accessibility Plan
(Statutory)

Approved: Autumn Term 2022
Next Review: Autumn Term 2023

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Key Aims

Gerrans aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- To increase and eventually ensure for pupils/students with a disability that they have
- Total access to our setting's environment, curriculum and information
- Full participation in the school community.

Current state

a. **Physical environment** – Gerrans School has made significant adjustments to achieve the movement around the site by those students and staff with physical impairments and has considered the needs of those requiring hearing and sensory support, including:
- Slopes to external areas
- No steps within the building for children's access to learning
- Accessible toilets for wheelchair access
- Wide corridors and door frames for wheelchair access
- Carpeted classrooms

Participation in the curriculum - Gerrans works with students, their parents/carers and specialists to provide the appropriate support to our current students, including:
- where their condition prevents students from attending the school, we engage and resource the Children's Hospital Education Service;
- creating Individual Health Care Plans to personalise the accessibility to the curriculum and learning when supporting student's medical needs
- regular communication with parents about Gerrans' events, attendance, progress and welfare through parents' meetings, email communication and satchel post facilitated by the teaching staff;
- auxiliary aids have been provided, chromebooks to support learning such as a writing slope; equipment to access learning in and out of school – writing equipment and revision materials;
- Family Learning: this well-established initiative engages families in their children's learning and through specific events the academy shares all the key information regarding learning, revision and life skills to promote progress through an active and a highly personalised collaboration

- Google Guardians facility: parents and carers have the opportunity to actively support independent learning of their children through this online tool;
- auxiliary services are provided, including:
- Parent Support Advisors are working with Gerrans and families as appropriate, to positively support the movement from primary to secondary education;
- A range of subject specific interactive digital learning programmes facilitate the access to learning on school site and through remote learning when it is necessary for remote learning;
- All students have a school email account through which they can safely communicate with their peers and staff to access additional support and resources to further their learning;
- A range of ICT facilities to support students' life skills and access learning through a varied diet of activities.

c. **Making information accessible:**
- Our in-house printing capability can produce large-print versions of learning resources whenever required;
- coloured overlays are used to assist students with reading impairments;
- Dyslexia friendly classrooms;
- Literacy support in each classroom to support learning: rulers, highlighters, jotters, overlays;
- Chromebooks often form a part of learning and support students' life skills;
- Writing slopes to support where required;
- Voice activated software to assist with typing;
- Google Classroom supports students to access all the information about a subject, learning and assessments over time;
- Testing concessions to maintain equal access arrangements for the examination processes in Year 2 and Year 6;
- Information on assessment and revision is shared through Family Learning sessions.

4.   Our plans
a.   **Physical environment:**
- To refresh high visibility lines around the safety surface in the Key Stage 1 playground.
- Purchase equipment or hire as required to aid in learning and/or comfort, eg, walkers, dining chairs.
- Contacting relevant outside organisations where required to obtain additional aids where necessary.

Strategies:
- Reviewed through weekly staff meetings and regular Learning Walks by the Headteacher
- Conduct additional risk assessments for any trips and school events to support young people with any additional requirements;

- When necessary, create and circulate PEEPs - Personal Educational Evacuation Plans - for young people who may be, however temporarily, in the need of additional assistance or guidance in the case of emergency, such as a fire drill, evacuation.
- Create EHCPs – Educational Health Care Plans – with the student and parent – where applicable to positively increase the accessibility to education and support the attendance.
- Liaise with the external partners to review the accessibility to the needs of the new students as appropriate.
- Provide additional training and CPD for staff to maintain the accessibility for all students and those with specific requirements as the needs emerge.
- Gradually explore and develop the use of visualizers to help all students access the learning.

b. **Participation in the curriculum:**
- To continue to work with students, their parents/carers and specialists to provide the appropriate support to meet the evolving needs of current students and the specific needs of new students.
- To explore new ways of working to maintain the accessibility and students' achievement and wellbeing

Strategies:
- Students with SEN and their parents/carers are actively involved in their Individual Support Plans (ISPS) and EHCP reviews where their progress across the curriculum is reviewed – SENDCo/Headteacher is responsible and teachers to facilitate;
- Students assessed regularly and their new needs emerging identified through a range of systems: parental discussions, teacher observations, dyslexia screening, student discussions in learning conversations – all staff responsible per their roles;
- Monitoring of students successfully participating in the curriculum: learning walks, student voice, pastoral and curriculum meetings – Headteacher and class teachers are responsible for monitoring and sharing the information appropriately;
- Common approach to learning: Learning Language, lesson routines and expectations, labelling equipment, marking and feedback to maintain an inclusive approach to the curriculum – all staff responsible; monitored through learning walks, professional discussions, student voice, surveys;
- Develop and share current learning with all the stakeholders to make the learning intent even more accessible and clear

c. **Making information accessible:**
- To continue to provide an in-house printing service that can quickly produce learning materials in a range of formats to meet the perceived current and future needs, and to outsource to specialist organisations where this is not achievable;

- To facilitate the use of Chromebooks and supporting Apps to empower students to access information in the scale and format that best suits their needs;
- To use class teacher to parent communication to support students, provide curriculum information and to engage parents/guardians/carers about study beyond the classroom;
- Google Classroom is used as platform to provide home learning for pupils isolating due to unforeseen school closures;
- To use the school website and social media to share the latest information and sign post the families to the specific aspects.