

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL

ACCESSIBILITY PLAN

DATE: August 2024

REVIEW DATE: September 2025

Garstang St Thomas Church of England Primary School promotes high expectations of achievement for all. Children are provided with high quality, personalised learning opportunities so that each child attains well and achieves their potential. We promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued. We work hard to ensure individual talents, skills and unique characteristics are identified and celebrated, irrespective of ethnicity, faith, attainment, age, disability, gender or background. High importance is placed on learning in all its forms and all staff are committed to nurturing lifelong learners. Garstang St Thomas Church of England Primary School is a safe school, committed to improving children's confidence and self-esteem through our belief that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

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

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

This Accessibility Plan is structured to complement and support the school's Equality Policy, and will similarly be published on the school website. We understand that the

Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Garstang St Thomas Church of England Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of a child's disability and its effect on their ability to carry out everyday activities. The parents' and child's right to confidentiality is respected.

The Garstang St Thomas Church of England Primary School Accessibility Plan shows how access to the school is provided for disabled pupils, staff and visitors and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It is also acknowledged that a full assessment of the school's accessibility arrangements would be necessary as and when new pupils or families with particular disabilities join the school.

The Accessibility Plan contains relevant and timely actions to:-

- Maintain and develop access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe within the funding arrangements for the school;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Garstang St Thomas Church of England Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies and documents:

- Special Educational Needs Policy
- Behaviour for Learning Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Teaching and Learning Policy

The accessibility plan for physical accessibility relates to an access audit undertaken during annual health and safety workplace inspections, which remain the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will carry forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

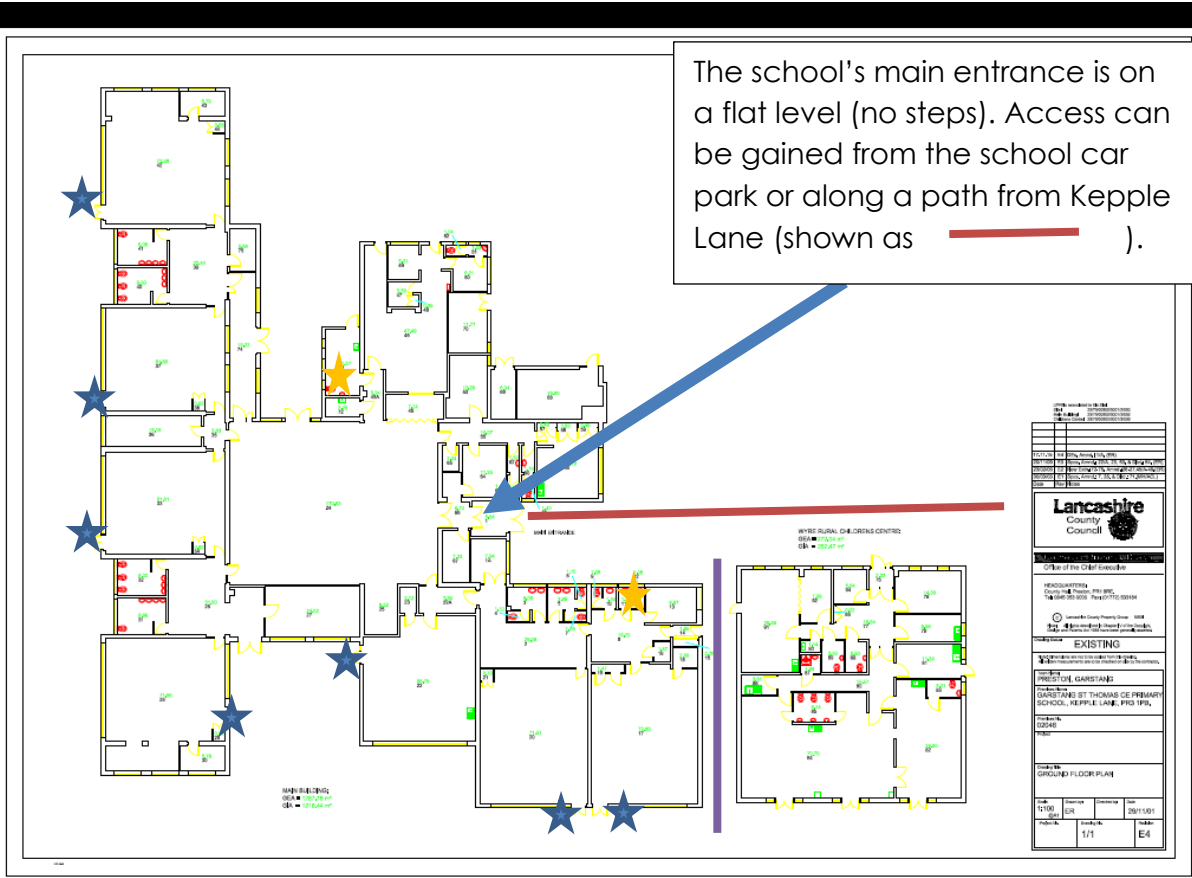
The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Resources Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

A plan of the school buildings showing areas of accessibility is shown over leaf.



Children & Parents can also access individual classrooms via external doors (★) from the school playground. All these are on a flat level (no steps) and are wheelchair accessible. The playground is accessed via a path between the main school building and Garstang Pre-school. (shown as —)

The school has two separate wheelchair accessible toilets (with handrails and alarms). (These are shown as ★).

Review of Accessibility Plan 2021-2023

An Access Audit was carried out in September 2021. The following areas were identified as in need of developments. These can be broken down into three separate areas:

- Physical access
- Access to the Curriculum
- Information

Physical access					
Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
Improve accessibility at the front gate of school	To increase the width of the front gate of school, add a pedestrian safety barrier and renew tarmac to ensure the route is flat and there is plenty of room for access (tree root damage to path).	November 2021	Headteacher Office Manager	Clear, accessible and safe entry/ exit to school	Complete - access has been improved
Improve the one-way system so that the whole route is flat and smooth	Complete one-way system. Remove flagging adjacent to Year 6 and replace with a smooth surface.	September 2021	Headteacher Office Manager	The one-way system route is flat and easily accessible all around school	Complete – the whole route is flat and smooth
To be aware of and meet the access needs of disabled pupils, staff, governors, parents & visitors	New pupil medical / additional needs information collected on entry.	Before entry for every new child.	Office staff	Information gathered and shared with relevant staff.	Complete – needs have been identified and support provided
	Create access plans for individual pupils when required.	As required	SENCO	Plans in place as required.	
	Find out access needs of staff through discussion or on recruitment.	As required	SENCO/SLT	Adjustments made as required.	

Access to the Curriculum

Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
Ensure all children have the correct height furniture.	Annual audit to ensure all work space areas are suitable heights for all children.	Annual check	Class teachers/SENCO	Adjustments made for identified children.	Checked
Ensure hearing impaired pupils have the aids they require to be able to fully access the curriculum.	Regular support from HI specialist teachers. Application for radio aids as required. Class teachers to make adjustments to seating plans where necessary.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	Complete but ongoing
Ensure visually impaired pupils have the aids they require to be able to fully access the curriculum.	Regular support from VI specialist teachers. Enlarged texts and specialist equipment provided as required. Application for relevant aids including ICT as required. Class teachers to make adjustments to seating plans where necessary.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	Complete but ongoing
Ensure pupils with physical disabilities have the aids they require to be able to fully access the curriculum.	Regular support from specialist teachers/Occupational therapists. Application for relevant aids including ICT as required. Specialist pencil grips/writing equipment provided for those with fine motor difficulties. Class teachers to make adjustments to seating plans where necessary. Moving & handling plans in place to ensure safe transfers between equipment.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	Complete but ongoing
Ensure pupils with EAL have the necessary support to be able to fully access the curriculum	Regular support from EAL teachers. Teaching and pupil resources to reflect language and cultural diversity.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	NA

Information

Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
<p>Review information to parents/ carers to ensure it is accessible.</p>	<p>Make SEND information report/ policy and local offer available on website</p> <p>Provide information in parent friendly form.</p> <p>School staff to help parents to access information and complete school forms as required.</p> <p>Provide suitably enlarged, clear print for visually impaired parents.</p> <p>Provide information in different languages for parents on request.</p>	<p>Ongoing</p>	<p>SENCO</p>	<p>All parents receive information in a form they can access.</p>	<p>Complete but ongoing</p>

Accessibility Plan 2023-2026

An Access Audit was carried out in August 2023. The following areas were identified as in need of developments. These can be broken down into three separate areas:

- Physical access
- Access to the Curriculum
- Information

Physical access					
Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
To be aware of and meet the access needs of disabled pupils, staff, governors, parents & visitors	New pupil medical / additional needs information collected on entry. Collection information in advance of entry to pre-school and main school.	Before entry for every new child.	Office staff	Information gathered and shared with relevant staff.	
		As required	SENCO	Plans in place as required.	
	Create access plans for individual pupils when required.	As required	SENCO/SLT	Adjustments made as required.	
	Find out access needs of staff through discussion or on recruitment.				

Access to the Curriculum

Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
Ensure all children have the correct height furniture.	Annual audit to ensure all work space areas are suitable heights for all children including pre-school and main school.	Annual check – autumn term	Class teachers/SENCO	Adjustments made for identified children.	
Ensure hearing impaired pupils have the aids they require to be able to fully access the curriculum.	Regular support from HI specialist teachers. Application for radio aids as required. Class teachers to make adjustments to seating plans where necessary.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	
Ensure visually impaired pupils have the aids they require to be able to fully access the curriculum.	Regular support from VI specialist teachers. Enlarged texts and specialist equipment provided as required. Application for relevant aids including ICT as required. Class teachers to make adjustments to seating plans where necessary.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	
Ensure pupils with physical disabilities have the aids they require to be able to fully access the curriculum.	Regular support from specialist teachers/Occupational therapists. Application for relevant aids including ICT as required. Specialist pencil grips/writing equipment provided for those with fine motor difficulties. Class teachers to make adjustments to seating plans where necessary. Moving & handling plans in place to ensure safe transfers between equipment.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	
Ensure pupils with EAL have the necessary support to be able to fully access the curriculum	Regular support from EAL teachers. Teaching and pupil resources to reflect language and cultural diversity.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	

Information

Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
<p>Ensure information provided to parents/carers of children (pre-school and main school) can be read and easily understood.</p>	<p>Review communication with focus on ensuring plain English is used. Ensure that the meaning/full term of an abbreviation or acronym is written when before it is used.</p> <p>School staff to help parents to access information and complete school forms as required.</p> <p>Provide suitably enlarged, clear print for visually impaired parents.</p> <p>Provide information in different languages for parents on request.</p>	<p>By September 2025 / ongoing</p>	<p>Headteacher/ SENCO</p>	<p>All parents receive information in a form they can access.</p>	