



Glazebury C E Primary School



Accessibility Policy

Policy Title	Accessibility Policy
Version No	One
Written / Adopted Date	October 2016 Reviewed September 2018
This policy complies with WBC guidance	Yes
Linked Policies	
Written By	School
Date shared with Staff	September 2018
Date Ratified by Governors	03/10/18
Review Date	September 2021



"Growing together at the heart of God's community"



Trust Prayer:

*We thank you, God of Love, for the gift of children,
bless the work of our Trust, that in all we do
young people may grow in wisdom and stature,
and so come
to know you,
to love you
and to serve you,
as Jesus did.*

*We make our prayer in his name who is God
with you and the Holy Spirit, now and for ever.*

Accessibility Plan 2018-2021

Glazebury C.E. Primary School has been described as being 'calm and friendly' where 'pupils behave well' Ofsted 2015. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Glazebury C.E. Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Glazebury C.E. Primary School has been in its current location for over a hundred years. There have been many changes over the years. The building is on one floor with all classrooms, hall and dining area accessible to all. A disabled toilet is also available. The main entrances to School have flat access. There is one exception with the rear hall doors situated at the back of the school. At present we have no wheelchair dependent pupils, parents or members of staff. The school has fire and emergency lighting for disabled pupils/ staff/ visitors.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review schools accessibility, consulting all stake holders	Disability partnership to complete a shared annual audit to identify accessibility issues	Summer 2018	Assistant HT Disability partnership Parents Staff Pupils Local community	Annual audit complete Recommendations in school estates plan annually updated
Increase staff and pupil awareness of disability and barriers	Bespoke staff training identified pupil need; Diabetes, dyslexia Asthma training, allergies	As required	SENDCO	Relevant training delivered to specific staff to support pupil access to the school and the wider curriculum and enrichment opportunities.
To buy bespoke resources to support pupil and staff access to the school and the schools' curriculum offer and provision.	Review specific identified needs of pupils	As required	SENDCO	Specific resources Or physical building adjustments linked to individuals or statutory requirements
Plan on an individual basis educational visits bespoke to individual access needs.	Implement EVOLVE risk assessments	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities