



Grace Cook Primary
School and Nursery

Accessibility Policy & Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Document M of UK Building Regulations. Where reasonably practicable actions will be taken. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Grace Cook Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act). 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 and make reasonable adjustments to 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 time frame.
 - Improve access to any medical intervention required for staff or pupils with such needs.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken annually, and at the admission of any new pupil with a disability. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revised annually.
6. The School's complaints procedure is also applicable to the Accessibility Plan.
7. The Plan will be monitored through the Local Governing Committee
8. The Plan will be monitored by Ofsted as part of their inspection cycle.
9. We will continue to support our staff and governors in the matter of disability discrimination and the need to inform attitudes.

September 2024

Accessibility Plan

Once an action point is complete further actions may arise. This is a working document and will be updated accordingly.

School-wide Actions	Person Responsible	Timescale	Outcome
Identify, assess and plan for any new or existing needs of individual pupils with disabilities to ensure an accessible environment for all.	HT / SENDCo	As required	Improved access for individual pupils.
Ongoing training to raise awareness of equality and disability issues and meet the needs of any individual pupils	HT/SENCo	Ongoing / As required	Enable all staff to understand and recognise equality and disability issues and feel confident in meeting the needs of individuals.
Physical Environment Actions			
Physical Environment Actions	Person Responsible	Timescale	Outcome
To ensure the lift access is continuous for all pupils/ staff/ visitors that require assistance.	RD	Ongoing	Accessibility to upstairs in main school.
Curriculum Actions			
Curriculum Actions	Person Responsible	Timescale	Outcome
Arrange further ongoing training as required to ensure that staff know how to support children to access the curriculum	SENDCo	As required	Staff feel confident in planning and delivering lessons that are accessible to all
Out of school activities to be planned for accordingly, including individual risk assessments where necessary.	Teachers	As required	Pupils with disabilities able to take part in all out of school activities.
Continue to ensure our curriculum is representative and that respect for difference in all its forms is a central theme.	SLT	Ongoing	Pupils with disabilities feel represented, safe and happy within school and free from bullying or prejudice.
Accessing Information Actions			
Accessing Information Actions	Person Responsible	Timescale	Outcome
Written materials available in alternative formats and languages on request.	HT	As required	Pupils, parents and visitors able to access all written documents.
Medical Intervention Actions			
Medical Intervention Actions	Person Responsible	Timescale	Outcome
Standardised medical cupboard (and help card) in each class for inhalers / etc.	HT/ SENDCo	3 months	Time waiting for medical intervention reduced.
Liaison with parents to ensure medical protocols up to date and distributed to all staff.	SENDCo	Annually	Time waiting for medical intervention reduced.
Ongoing First Aid training to ensure ratios are maintained.	HT	As required	Time waiting for medical intervention reduced.