



Grace Cook Primary School and Nursery

Author	Lisa Mayes
Governor Lead	Jemma Bean
Date of Next Review	April 2027

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.

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	Strategies	Person Responsible	Timescale	Success Criteria
Identify, assess and plan for any new or existing needs of individual pupils with disabilities to ensure an accessible environment for all.	Create access plans for individual disabled pupils as part of the SEND support plan process.	HT / SENDCO	As required	Improved access for individual pupils.
Provide ongoing training to raise awareness of equality and disability issues and meet the needs of any individual pupils.	Identify training needs at regular SLT and staff meetings.	HT/SENDCO	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	Strategies	Person Responsible	Timescale	Success Criteria
To ensure the lift access is continuous for all pupils/ staff/ visitors that require assistance.	Identify maintenance issues as they arise and ensure regular servicing takes place.	Office Manager	Ongoing	Accessibility to upstairs in main school.
To ensure that everyone has access to the office reception area.	Ensure the entrance is accessible for wheelchair users. E.g. Ensure both doors are operational.	Office Manager	Ongoing	Disabled visitors feel welcome. Disabled visitors can access the building unaided.
To maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis as part of premises health and safety checks.	Office Manager	Ongoing	Visually impaired people feel safe in the school grounds.
To ensure that disabled people can be evacuated from the building safely.	Ensure there is a personal evacuation plan for all disabled pupils and staff. Ensure all fire exits are accessible and clearly labelled.	HT / Office Manager	Ongoing	All disabled pupils, staff and visitors are safe in the event of a fire.
To ensure that all disabled staff, visitors and pupils have access to disabled toilet facilities.	Ensure disabled toilets are available and are in full working order. Ensure the emergency cord is accessible and working.	Office Manager	Ongoing	All disabled staff, visitors and pupils have access to disabled toilet facilities.
Curriculum Actions				
Curriculum Actions	Strategies	Person Responsible	Timescale	Success Criteria
Arrange further ongoing training as required to ensure that staff know how to support children to access the curriculum	Identify training needs at regular SLT and staff meetings.	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.	Staff are supported to plan for and write where appropriate a risk assessment to ensure all pupils can access out of school activities.	All staff	As required	Pupils with disabilities are 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.	Regular staff training and subject leader monitoring of the curriculum to ensure it is inclusive. Seek advice when appropriate from outside agencies.	SLT	Ongoing	Pupils with disabilities feel represented, safe and happy within school and free from bullying or prejudice.
Accessing Information Actions	Strategies	Person Responsible	Timescale	Success Criteria
Written materials available in alternative formats and languages on request.	All publications to be made available in alternative formats.	SENDCO	As required	Pupils, parents and visitors able to access all written documents.
Accessibility plan to be available to all stakeholders.	Publish on the website with paper copies available if requested.	HT	As required	
Medical Intervention Actions	Strategies	Person Responsible	Timescale	Success Criteria
Standardised medical cupboard and pupil record in each class for inhalers / etc.	All medical information to be kept in a designated cupboard in each classroom.	HT/ SENDCO	Ongoing	Pupils' medical needs are met in the classroom.
Liaison with parents to ensure medical protocols up to date and distributed to all staff.	Meetings to take place regularly with the SENDCO and class teacher to ensure pupils Health Care Plan is up to date.	SENDCo	Annually	Pupils' medical needs are met and reviewed.
Ongoing First Aid training to ensure ratios are maintained.	Office manager to maintain a log on staff training and ensure certificates are up to date.	Office Manager	As required	Staff have the appropriate first aid training to support needs of all pupils.