

Gordon Primary School Accessibility Action Plan 2022-2025

As per the Equality Act 2010, an individual is defined as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Gordon Primary School is committed to ensuring that those with physical and hidden disabilities have the same access to our school as everyone else. This Action Plan identifies the work we intend to do to help ensure this. It is reviewed on an annual basis.

Aim	What will the impact be?	Actions to be taken and resources needed	How will the action be monitored?	Who will be responsible?	Timeframe
Aim: To increase the extent to which students with a disability can participate in the school curriculum					
Continue to ensure the curriculum is fully accessible to all learners	Students with accessibility needs will be able to fully participate in the school curriculum.	Through revised frameworks, the school curriculum and progression documents continue to plan to ensure that the classroom experience: • Sets suitable challenge • Responds to pupils' needs • Enables pupils to overcome barriers	Whole school monitoring process of Teaching and Learning	SLT	Ongoing through 2022-25
Health Care Plans and Risk Assessments are well used to support staff to respond to pupils with disabilities	Health Care Plans and Risk Assessment documents will be well used by staff and provide clear systems of support to ensure pupils' needs can be met.	• Ensure that, at point of entry to school, parents are supported to identify any disabilities related to their children and that school plays a lead role in responding to these. • School will play a lead role in engaging health professionals. • Plans and Risk Assessments will be accessible to all stakeholders and act as working documents.	HA (Office staff) and SENCO will monitor through the associated review process.	HA (Office Staff) SENCO	Ongoing through 2022-25
To increase staff understanding of the impact different disabilities (including mental health) can have on learning.	Staff will continue to be confident in responding to well-known needs and will be able to confidently respond to needs which we have not experienced before within school.	• Ongoing training regarding children's medical needs. • Deliver an ongoing program of INSET to teaching staff over a three-year cycle in relation to specific learning needs and how these can be supported within the school. • Ensure that when a child with accessibility needs, which may be less familiar to staff, joins the school all staff are trained to ensure they are aware of how they can support	SENCO will monitor the range of needs and ensure that these are addressed through INSET.	SENCO SLT	Ongoing through 2022-25
Ensure systems are in place for children with mental health concerns to get the support they need	Students suffering from poor mental health will be able to access support at the time it is required.	• Mental Health First Aid training for designated staff. Ensure all staff know who the designated responders are. • Mental health awareness training for all teaching staff.	SLT will monitor through referrals to designated Mental Health First Aider	SLT SENCO	Ongoing through 2022-25

		• Provision of systems of communicating mental health needs to be fully established in class (worry boxes, designated talking time). • Referrals to external agencies, where concerns persist.			
Aim: Improve the environment of the school to increase the extent to which disabled students can take advantage of all aspects of school life and the curriculum					
Ensure that the lift in the new build is fully functional	Ease of access for all pupils and staff with a disability affecting climbing stairs	• School to source new quotes and replace the lift	SLT & SBM	SLT	Summer Term 2024
Aim: Improve the delivery of information to disabled students and their families					
Proactively encourage the attendance of parents with children with SEND at all parents' meetings and events and ensure communication occurs	Parents of pupils with accessibility needs will be fully engaged in all aspects of their children's experience within school.	• Liaise with parents using a variety of mediums in order to publicise meetings and events. • Engage directly with parents to ensure flexibility in scheduling in order to ensure attendance. • Where parents have not attended parents evening events, arrange for teacher to have a telephonic meeting.	Class teachers will monitor attendance of parent within their class	Class teachers SLT SENCO	Ongoing through 2022-25
Proactively support parents and carers with accessibility needs to attend parents' meetings and events	Accessibility needs will not be a barrier to ensuring parents and carers are able to attend parents' meetings and events	• Where possible, identify accessibility needs of parents or carers and ensure that the class teacher of the pupil is aware of these needs. • Liaison with parents to establish how they can be supported to access school events and individual plan to be put into place • Where parents have not attended parents' evening events, arrange for teacher to have a telephonic meeting	Class teachers will work with link SLT person to share accessibility needs and establish how these can be overcome.	SLT SENCO	Ongoing through 2022-25
Enhance the school website to ensure greater accessibility	The school website is fully accessible to those with differing needs	• Review and evaluate the school website and how accessible this is to those with accessibility needs. • Liaise with the school website design company to understand how accessibility can be further enhanced. • Implement recommendations and share, so that service users are fully aware.	SLT, SENCO and website development company will evaluate accessibility	SLT SENCO Website Development Company	Ongoing through 2022-25