Accessibility Plan

Autumn 2020

'Green Lane – a Big School with a Big Heart'

Context

The Equality Act 2010 replaced all existing equality legislation. It provides a single, consolidated source of discrimination law. The effect of the law remains the same, that is schools and academies cannot unlawfully discriminate against pupils because of their gender, race, disability, religion or belief.

The exceptions to the discrimination provisions for schools are all replicated in this Act – e.g. content of the curriculum, collective worship and admissions to single sex schools or schools of a religious character.

Green Lane is committed to equality of opportunity in all aspects of our provision and further information regarding our approach can be found in the GLPA Equality Policy.

Special Provisions for Disability under the Equality Act 2010

The law on disability discrimination is different from the Equality Act in a number of ways. In particular, it works in only one direction – it protects disabled people but not those who are not disabled. In practice, this means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils and make reasonable adjustments for them in order that they are in a more level position in relation to their peers.

Our Vision and Values

At Green Lane, we are committed to helping pupils achieve their potential and to tackle barriers that can oppose this. We have high ambitions for our disabled pupils and expect them to participate and achieve in every aspect of school life. The Academy will:

- Set appropriate learning targets
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment
- Aim to identify and remove barriers disabled pupils face in every area of school life

The Accessibility Plan is supported by other Academy policies:

- Academy Improvement Plan
- SEND Policy
- Equality Policy
- Health and Safety Policy

When reviewing the Accessibility Plan consideration will be given to individual pupils' access plans, SEND support arrangements, data monitoring and Academy Improvement Plan priorities.

GREEN LANE PRIMARY ACADEMY ACCESSIBILITY PLAN Our aim is to reduce and eliminate barriers to access to the curriculum and ensure full participation in the school community for pupils, and prospective pupils, with a disability.				
To increase the extent to which disabled pupils can participate in the school curriculum				
TARGETS	**STRATEGIES**	**TIMESCALE**	**RESPONSIBILITY**	**EVIDENCE**
To liaise with Nursery providers to review potential intake annually.	To identify pupils who may require additional support.	For September each year	HT EYFS Team	Procedures/ adaptations in place when pupils are admitted.
To liaise with other educational establishments to prepare for any pupils who transfer.	To identify pupils who may require additional support.	Ongoing – as needs arise.	HT SENCo	Procedures/ adaptations in place when pupils are admitted.
To establish close liaison with outside agencies for pupils with ongoing additional needs.	To ensure collaboration between key personnel	Ongoing – as needs arise.	HT SENCo	Clear collaborative working approaches through regular meetings, provision reviews and action planning
To ensure lessons are appropriately differentiated in order that all pupils can participate fully.	To use a range of teaching and learning styles and resources.	Ongoing	Class Teachers Support Staff	Lesson Observations Planning Pupils' work Pupil Progress Data
To support pupils individuals needs in lessons /tests and to provide appropriate resources as required.	To provide targeted support and resources e.g. overlays, enlarged text, writing slopes, coloured paper.	Ongoing	Class Teachers Support Staff	Lesson Observations Planning Pupils' work Pupil Progress Data
To include all pupils, as far as possible, in the wider curriculum including trips, residential visits, clubs.	Create personalised risk assessments and access plans for individual pupils. Identify training needs and procedures which may be required.	Ongoing	Leadership Team SENCo Class Teachers	Risk assessments Individual access plans

GREEN LANE PRIMARY ACADEMY ACCESSIBILITY PLAN				
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
TARGETS	**STRATEGIES**	**TIMESCALE**	**RESPONSIBILITY**	**EVIDENCE**
To continue to improve the school environment.	The needs of pupils, staff and visitors will be taken into account when planning and undertaking any improvements to the site and premises e.g. improved access, colour schemes, clear signage and more accessible facilities.	Ongoing	HT Leadership Team Site Manager School Business Manager Caretakers	Health and Safety Inspection Reports and Audits Records of Building Works
To monitor the school environment and identify any areas that may require attention.	Regular inspections of e.g. surfaces (inside and outside), Lighting, toilets, doors, gates etc.	Ongoing	HT Leadership Team Site Manager School Business Manager Caretakers	Health and Safety Inspection Reports and Audits Records of Building Works
To ensure adjustments are made for pupils with a disability, medical condition or access needs.	Create risk assessments or access plans for individual pupils. Liaise with outside agencies where necessary and address any training needs.	Ongoing	HT SENCo Site Manager Caretakers	Access Plans Risk Assessments
To improve the delivery of information to disabled pupils and their parents				
To enable improved access to written information for pupils, parents and visitors.	Information in alternative formats to be offered – larger print, reduced amounts of text, a reader to be available.	Ongoing	HT Leadership Team Administrative Team SENCo	Lesson Observations Planning Pupils' work Written Information for Parents
To review pupils' access arrangements to ensure shared awareness of any disabilities	Information to be recorded on CPOMS. Access information to be given to class teachers.	Ongoing	Leadership Team SENCo	CPOMS