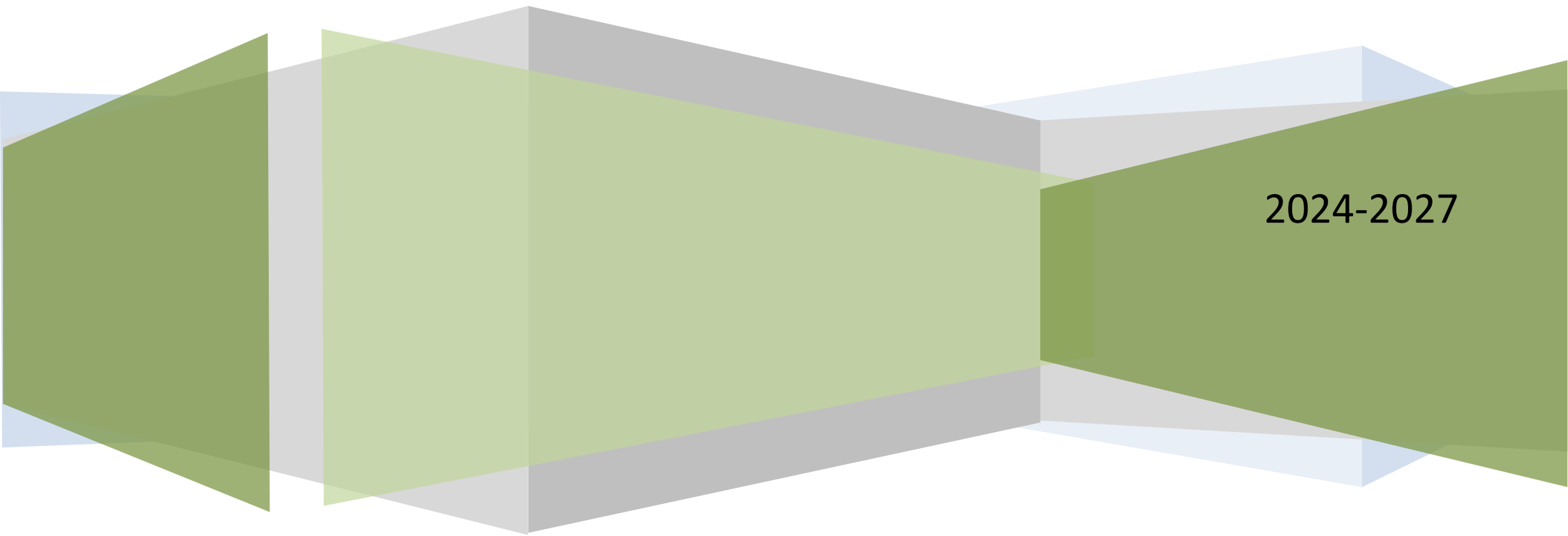


Gig Mill Primary School

SEND Accessibility Plan



2024-2027

Accessibility Plan 2024-2027

The Purpose of this Plan

This plan shows how Gig Mill Primary School aims to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. This Accessibility Plan is written in compliance with current legislation and requirements as specified in Schedule 10, relating to the Disability of the Equality Act 2010.

At Gig Mill, 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.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. For more information about what constitutes reasonable adjustments please refer to Schedule 10 of the Equality Act 2010. The physical environment will also be accessible to staff and visitors to the school.
- 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 auxiliary (specialist) aids and service, 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.

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.

The School Context

Gig Mill Primary School, nestled on the edge of Stourbridge, offers a blend of traditional values and modern educational approaches. It is a three-form entry school and educates children aged between 4 and 11. Originally Gig Mill Primary School was built in the 1950s as separate Infant and Junior schools, and today it has spacious classrooms, extensive grounds and a swimming pool. The school's ethos is built on key values of respect, honesty, equality, perseverance, collaboration, and creativity, which are interwoven throughout the curriculum and school life. In recent years, the school building has been adapted to make it accessible to all in the following ways:

- Wheelchair ramp built to improve access a mobile classroom
- One fully equipped care room
- Wheelchair lift in Key stage 2 area installed to allow movement from the KS2 entrance up to the Ks2 corridor
- Exit doors are wider, wheelchair friendly doors

Current range of known disabilities

Gig Mill Primary School has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions.

Across the school there is a small number of pupils who have a hearing impairment, visual impairment, physical disability such as cerebral palsy.

Areas of planning responsibilities:

1. 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).
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
3. 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

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the ethos of the school. Through self-review, staff appraisal 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 mostly mixed ability (with some setting where appropriate), 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 encouraged to attend after school clubs, leisure and cultural activities and educational visits.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
To ensure that all after school clubs are available to all pupils	When an after-school club is run by school staff, the school will ensure that the provision for all students is inclusive, so that no child is excluded because of their individual needs. Additional staffing will be provided if required. When an after-school club is provided by an external agency, it is the responsibility of that organisation to liaise with parents as to the specific needs of the children attending and to arrange for those needs to be catered for, in collaboration with school if necessary. All risk assessments completed and acted on.	As required	Group leaders	All after school clubs are fully inclusive and can be accessed by all pupils
To ensure that all educational visits are available to all pupils	All venues for visits to be checked prior to visit. All risk assessments completed and acted on. All activities and visits are staffed appropriately in terms of numbers and expertise of staff	As required	Group leaders	All visits are fully inclusive and can be accessed by all pupils
To ensure that teaching is differentiated to meet the needs of all pupils, so that they can access the full curriculum	Analyse data to ensure that pupils with SEND are making expected progress from their starting point in each class and groups of pupils across the school eg Dyslexic pupils, Autistic pupils. Provide training for staff, either individually or whole staff to ensure that they understand the learning needs of their pupils and know effective strategies to use in the classroom	On-going	SLT SENDCo All Staff	All pupils can access the full curriculum offer

To facilitate improved access to the curriculum by ensuring that writing becomes an automatic process, thus enabling thinking, reasoning and creativity to become more efficient	Kinetic letters programme to be used in all classes across the school Materials to support the programme to be purchased on a rolling programme Training for existing staff to continue and new staff to be trained on entry to the school	On-going	All staff	The writing process becomes automatic, allowing thinking, reasoning and creativity to develop, particularly for pupils with poor fine and gross motor skills
To ensure that recommended aids, adaptations and software which will aid the learning of pupils with SEND are available, as appropriate	Take advice from external specialists involved with the child Audit the equipment and software already available in school. Ensure appropriate software installed where needed.	On-going	ICT team SLT SENDCo	Pupils have the appropriate aids available and in use .Wider range of SEN resources available for use in classrooms
Ensure that relevant staff have specific training regarding the needs of pupils	Identify needs annually and plan for continued professional development	Annually	SENDCo and SLT	Staff will be able to meet the needs of all pupils.

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
To be aware of the access needs of parents/carers, staff and regular visitors to the school	Consider access needs of staff during the recruitment process Encourage parents and regular visitors to the school to discuss their access needs with an appropriate member of staff Respond to these needs, with appropriate advice, as quickly as possible	As required during Induction and on-going if required.	SENDCo Physical Impairment & Medical Inclusion Service (PIMIS)	All staff/ parents/carers and regular visitors can access appropriate areas of the building. Access issues do not influence recruitment and retention issues All staff feel confident their needs are met

<p>To be aware of the access needs of new pupils before they enter the school, so that appropriate adaptations can be made to the school environment</p>	<p>Take advice from appropriate agencies, particularly in the eventuality of a wheelchair user being admitted to the school, as the building changes level in a number of places. The feasibility of fitting ramps and using the wheelchair lift would need to be explored Consider needs of disabled pupils Individual PEEPs drawn up and shared with relevant staff.</p>	<p>As required during Induction and on-going if required</p>	<p>SENDCo</p>	<p>Individual risk assessments and Personal Emergency Evacuation Plans (PEEP) will be in place for disabled pupils and all staff made aware of pupils needs. Parents have full access to all school activities.</p>
<p>Ensure hearing and visual environment in classrooms is regularly monitored to support hearing impaired and visually impaired children.</p>	<p>Individual PEEPs drawn up and shared with relevant staff. Advice and support sought from the relevant local authority specialist support services.</p>	<p>Annually As needed</p>	<p>SENDCo HI Service VI Service</p>	<p>Individual risk assessments and Personal Emergency Evacuation Plans (PEEP) will be in place for disabled pupils and all staff made aware of pupils needs. Parents have full access to all school activities.</p>
<p>Ensure all disabled pupils can be safely evacuated.</p>	<p>Ensure relevant staff are aware of their responsibilities in relation to disabled pupils.</p>	<p>Annually As needed</p>	<p>SENCO Physical Impairment & Medical Inclusion Service (PIMIS)</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire.</p>
<p>Layout of school to allow access for all pupils to all areas. (At Gig Mill, there are three upstairs classrooms, currently used for years 4, but if a disabled pupil is in these year groups, the location of these classes will be changed. A wheelchair lift allows access from the KS2 corridor to the KS2 hall</p>	<p>Consider needs of disabled pupils, parents/carers or visitors.</p>	<p>Already in place.</p>	<p>Head/ Governors/ Site manager/ School Surveyor</p>	<p>Access for all</p>

which is maintained and serviced regularly.				
---------------------------------------------	--	--	--	--

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 and parents. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in plain English. Electronic messages sent to parents who prefer this form of messaging via Parent Mail. School office will support and help parents to access information and complete school forms. If parents are blind, information will be provided orally.	During induction/ On-going	School Office IT technician Family Pastoral Lead	All parents receive information in a form that they can access.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print (on coloured paper or with a coloured overlay if required) for pupils with a visual impairment.	As required	Class teachers	Excellent communication. Ongoing appropriate use of resources.
Provide information in other languages for pupils or prospective pupils.	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENDCo	Pupils and/or parents feel supported and included.