

GISBURN ROAD C.P. SCHOOL BARNOLDSWICK

ACCESSIBILITY POLICY



DATE AGREED: March 2021

REVIEW DATE: March 2024

Accessibility Plan For Gisburn Road C P School

Reviewed by: Mrs Susanna Whittaker
Position: SENCO
Date: March 2021

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Our Vision

At Gisburn Road C.P. School we nurture every child to have the confidence, skills and values to thrive.

At Gisburn Road C.P. we believe that **inclusion** is at the heart of everything we do in our efforts to achieve the best for all our pupils. It is the right of every individual to belong, to be recognised for their achievements, and to receive the education that is best suited to their needs.

The DfE has stated that;

- Pupil's should, where possible, receive their education alongside their mainstream peers
- All pupils have an entitlement to a curriculum that is broad, balanced and well differentiated covering the National Curriculum
- The needs of individual children are paramount. Where these cannot be met in mainstream schools, specialist provision should be available.

At Gisburn Road C.P. we are constantly striving to make our school more inclusive.

We recognise the diverse needs of all our pupils, including gifted and talented, as well as children with special educational needs and disabilities. We meet their individual needs accordingly. Advice is regularly sought from a range of outside specialist services and appropriate training is undertaken by teaching staff and teaching assistants to ensure we are equipped with the skills to meet our children's needs within our mainstream setting.

The implication for this are:

1.ACCESSIBILITY

Infant and Nursery Building

- Although there is wheelchair access from one of the car parks into the Reception class's Outdoor Learning Environment with the gate and the doorway into the Reception class meeting the measurement guidelines for wheel chair access. The internal doorframe widths do not then support further access to a disabled accessible toilet.
- Once inside the building should an emergency evacuation be required the only wheelchair evacuation point available would be limited to their point of entry.
- There is no direct access through the playgrounds to access the Junior building from the Infant building. Access could be gained to the Junior building via the car park to the Children and Family well-being centre through use of the external lift.

Junior Building

- There is one disabled parking space in the car park adjacent to the MUGA. The main junior school building can then be accessed by an external lift outside the main entrance of The Children and Family well-being centre.
- All the doorways through The Children and Family well-being centre meet the measurement guidelines for wheel chair access.
- There is one disabled accessible toilet in the Children and Family well-being centre.

- Once inside the building should an emergency evacuation be required the only wheelchair evacuation point available would be limited to their point of entry.

2. RESOURCING:

- Ensuring that the structure and fabric of the building is made as accessible to all pupils wherever viable.
- Ensuring that materials purchased are suitable for the needs and expected needs of all our pupils
- Actively seeking materials which portray people with disabilities in a positive manner
- Ensuring that money within the school budget and other sources of funding (SEND Finances and Pupil Premium Funding) are used appropriately to develop an inclusive school
- When making decisions about the resourcing of building, training and curriculum matters, the school will always take into account the issue of inclusion and question whether or not it presents “Best value” to make changes at that time.

3. TRAINING:

- Ensuring that all staff have access to training in meeting the needs of children with SEND
- Developing expertise in areas of SEND provision such as ASD, SpLD, Dyslexia, precision training etc.....
- Offering support to parents and carers of all children

4. CURRICULUM:

- Early identification of needs to allow specific targets, strategies and support to be put in place
- Ensuring that the content and structure of the curriculum allows children to strive to make better than expected progress throughout their school life at Gisburn Road C.P. School
- Ensuring that children with SEND receive the broad and balanced curriculum differentiated to their individual needs, that is the entitlement of all children
- Challenging ‘negative’ comments regarding physical, mental, educational or sensory differences.
- Ensure delivery of the curriculum has our school vision in all we do.

5. TEACHING:

- Ensuring that all staff demonstrate a wide range of teaching and learning styles within their classes to ensure that the curriculum is accessible for all
- Using the expertise offered by the IDSS (Inclusion and Disability Support Service), including Educational Psychologists, Speech and Language Therapists, Physiotherapists, etc to develop the teaching skills of our staff where appropriate
- Learning to make use of alternative methods of delivery – ICT, audio and multi-sensory teaching to allow pupils with SEND to access their learning in a variety of ways
- Use of teaching assistants to provide additional support both within the classroom and outside it, both individually and in groups.

6. HOME / SCHOOL LINKS:

- We recognise that not everyone finds communication in written or spoken English easy. We seek to address this by using alternative methods such as telephone calls, e-mail or the use of Parent Partnership whose role is to support parents of children with SEND
- We believe in making sure that all parents understand our inclusive philosophy through newsletters, discussions at parents' evenings, IEP reviews and SEND reviews
- We will ensure that there are effective arrangements for involving parents in all parts of their child's school life and decisions that have to be made. These arrangements should involve counselling and support in helping a child towards independence
- Other related policies and further information can be found on the school website, including:
 - Special Educational Needs Policy;
 - Supporting Pupils with Medical Needs Policy;
 - SEN Information Report (With links to Lancashire's Local Offer);
 - Policy on Inclusion.

A commitment to inclusion is embedded within our Vision. As a consequence of this, the Governors do not seek to have separate 'Inclusion' or 'Accessibility' but rather see inclusion and accessibility as integral parts of School Development Planning and Staff Development.

The Governing Body will fulfil its statutory duties by:

- Ensuring that all policies reflect the inclusive nature of our school;
- Decisions regarding employment of staff, deployment of resources and modifications to the structure and fabric of the building give due emphasis to inclusion;
- Monitoring the curriculum to ensure that the needs of **all** children are being met;
- Reporting, as necessary, on the accessibility of our school.