Gaer Primary School
Statutory Statement

Statement:	Accessibility plan
This statement was approved:	September 2024
This statement will be reviewed:	September 2027
Governor committee responsibility:	Finance and Premises

At Gaer Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Gaer Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Gaer Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- Improve 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 timeframe.

The Gaer Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Estyn during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

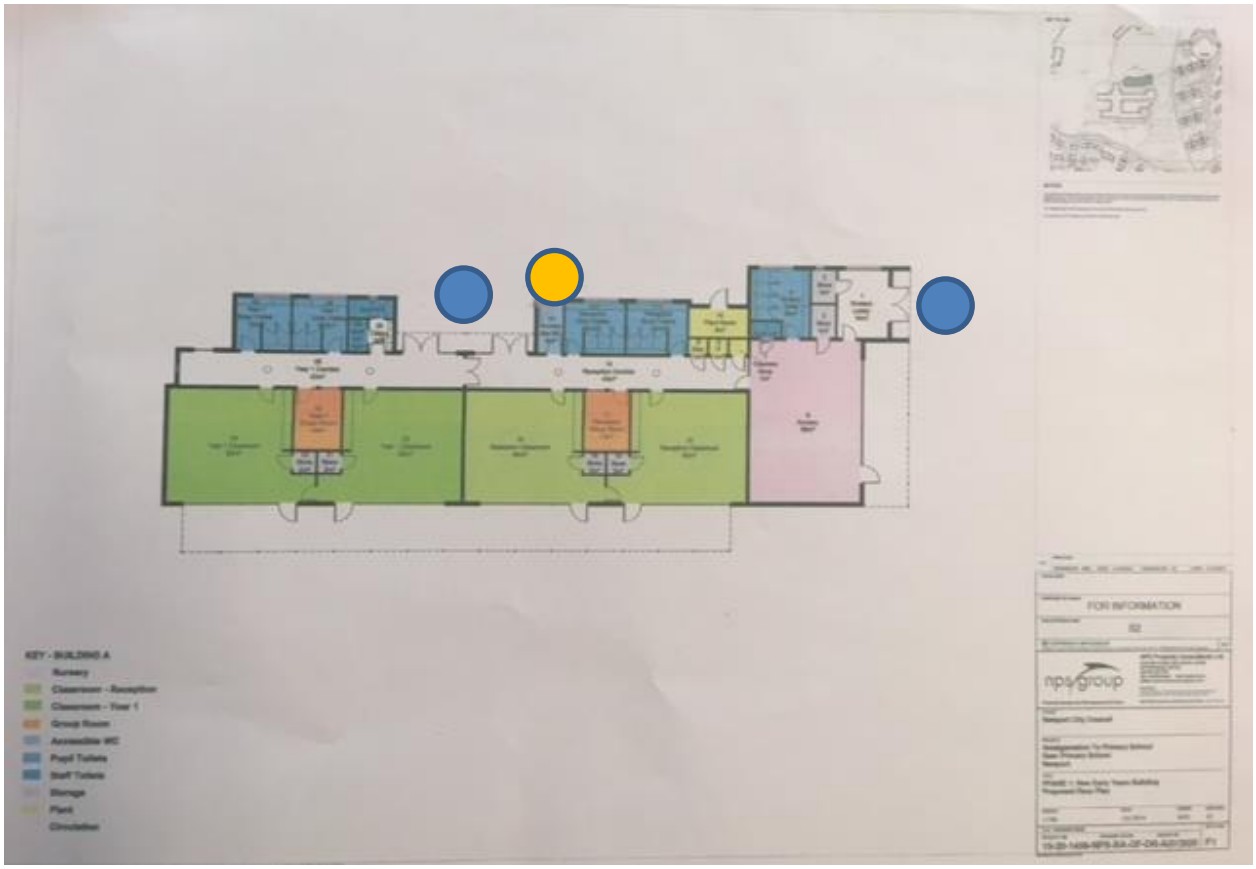
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

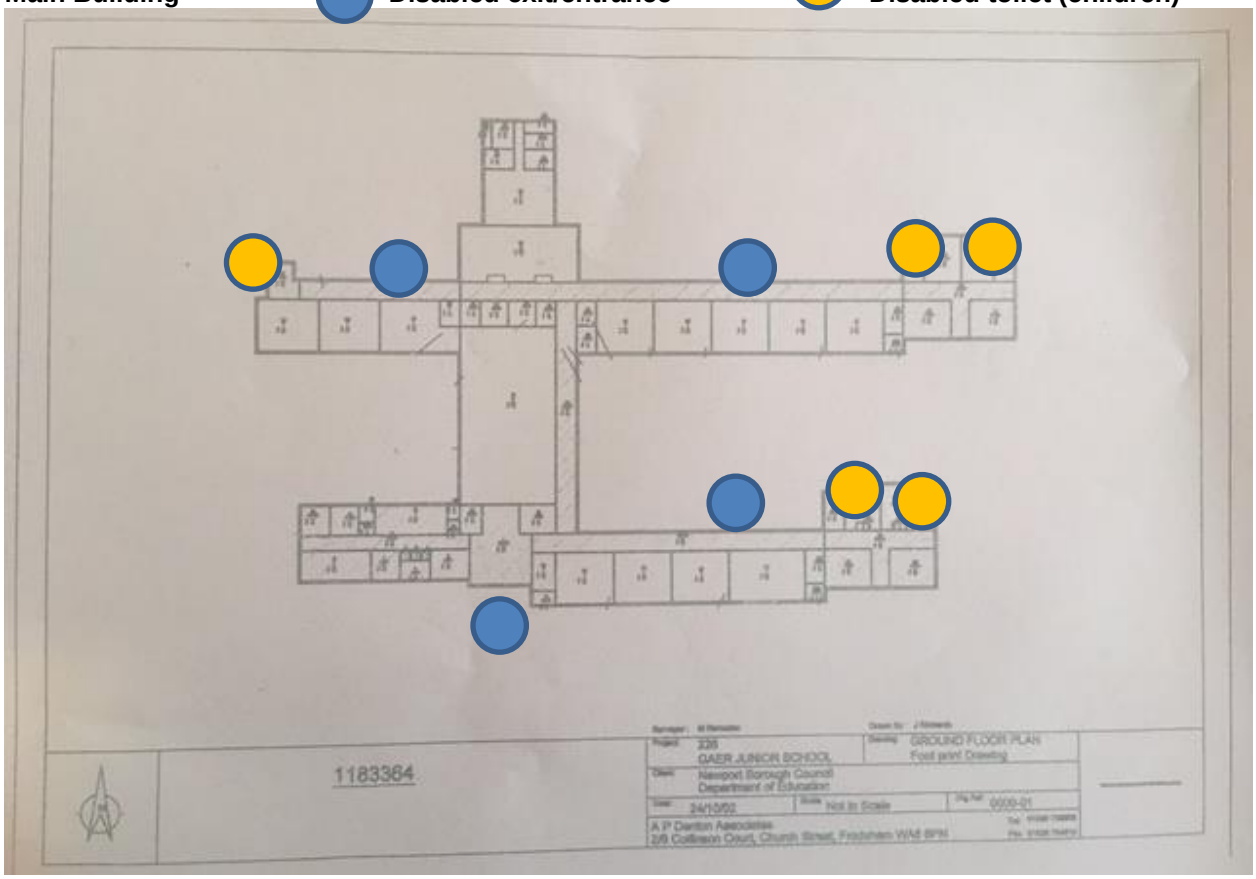
- The Governing Body
- Head Teacher
- Inclusion Leader
- School Business Manager
- Site Manager

A plan of the school buildings showing areas of accessibility is shown below

Early Years Building **Disabled exit/entrance** **Disabled toilet (children)**



Main Building **Disabled exit/entrance** **Disabled toilet (children)**



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ACCESSIBILITY PLAN

An Access Audit was carried out by the HT and DHT in September 2021. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	External Steps	Re-new marking of external steps with yellow highlighting paint in the following areas: • Front of main building • Play yards	As required	£600 (Roman Markings)
2.	Wheelchair access between corridors and hall	Bi-annual Maintenance checks: Lift for lower corridor Lift for upper corridor	Bi- annual	TBC
3.	External lighting	Check all external lighting is operational	As required	Price to be sourced

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Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	Wheelchair access to main school building	Enable wheelchair users to access foyer	Awaiting from LA	Medium	LA funded			
3	Disabled parking	Situated by canteen. Consideration for additional disabled parking	Awaiting from LA	Medium	LA funded			
4	Changing and Shower facilities	Consider putting in one as part of future renovations	Ongoing	Low				
5	Marking on steps for visibility	Internal and external markings	completed	High				
6	Accessibility across main building	Lift and chair lift across link corridor		Medium	LA	Completed Autumn 2023		
7	Accessibility/ Automated doors	Automatic doors for wheelchair access		Medium	LA	Completion Autumn 2023		
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Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for pupils.	Termly planning scrutiny/learning walks	High	SLT release costs			
2	Interventions	audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Termly ongoing	High	Resourcing costs of identified areas to develop			
3	Classrooms are organised to promote the participation and independence of all pupils	carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	Termly planning scrutiny/ learning walks	High	Possible resource implications where gaps are identified			
4	Staff training in the implementation and review of ALN Transformation Pan	ALNCo to deliver staff training to teaching staff.	Ongoing	High	Not applicable			
5	Staff training in supporting pupils with ASD	to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Ongoing refresher training	High		Continue to review staff and school environment		

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Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing - opportunities for 'standard letters' to be offered by GEMS		Not applicable	.		
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing					