



GREAT ORTON PRIMARY SCHOOL

ACCESSIBILITY PLAN

2022 - 2025

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Review date ² :	Oct 2023

REVIEW SHEET

¹ The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher ² This document should be reviewed every 3 years

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1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day-to-day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment.
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial.
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage.
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND Education, Health and Care Plan (EHCP) provisions, under which Local Authorities have to

provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have an EHCP (or the EHCP does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Great Orton Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum.
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

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

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of our school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully 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.

- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges.
 - responding to a pupil's diverse learning needs.
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

Great Orton Primary School is a community school serving the village of Great Orton in west Carlisle.

Currently there are 29 pupils on roll, the majority of whom are white British. 10% of our school population have a background other than white English and a total of 2 languages is spoken by our families as first languages.

We have 1 pupil with an EHCP, and a total of 11 pupils are currently on our SEN Register.

Great Orton Primary School is located in one building, with two classrooms and a learning resource /library and was extended to provide a hall and kitchen.

Great Orton Primary School is a member of the Rural Carlisle South Partnership (RCS).

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Great Orton Primary School

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.
- is committed to identifying and then removing barriers to disabled students in all aspects of school life.
- values the individual and the contribution they make to all aspects of school life.
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources to enable them to develop fully in their education.
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement.
- will continue to focus on removing barriers in every area of the life of the school.
- is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

- Great Orton Primary School has identified that we have, as at the start of the academic year 2022/2023, one pupil classed as disabled.
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- There are currently no students with a disability, as identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities, awaiting a place at our school.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority to identify and plan a response to students with a disability well before they arrive.
- Regularly collate information in regards to our pupils with SEND from our SENCo.
- implement a system to ensure that parents inform us if they themselves have a disability.
- identify early on in their school career any obstacles to the effective learning of disabled students.
- use all available data to inform the planning of individual student learning patterns.
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.

7.3 Views of those Consulted during the development of the Plan

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wishing to enrol here.
- consult the full governing board, including the SEND governor and sub-committees as appropriate.
- consult staff, including the SENCo
- set up a structure to allow the views of students, both able and disabled to be taken into account.
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey.
- involve outside agencies who already exist to assist disabled students in their education and future careers.
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved.
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students.
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Team.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. Great Orton Primary School will continue to seek and follow the advice of LA services, such as Specialist Advisory Teachers and SEND advisers, and of appropriate health professionals from the local NHS Trusts.

We will:

- evaluate pupil participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- ensure any limits to participation have been analysed using risk assessment procedures and ensure action is taken to reduce those identified risks.
- identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- evaluate the impact and implementation of specific strategies on the enhancement of attendance and participation – e.g., flexible or shared timetabling, first day absence response.
- consider how classroom organisation, including deployment of teaching assistants and ICT resourcing, has been targeted to ensure that all pupils can achieve the best possible levels of school success.
- ensure that our SEND Policy and school practice continue to follow the SEND Code of Practice, supporting pupils to achieve to the best of their ability through effective communication and planning.
- liaise as appropriate with external agencies to support the enhancement of pupils' access to the curriculum, and how curriculum access is monitored and improvements targeted.
- identify staff training needs to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc.
- ensure that pupil voice in school captures the views and opinions of all pupils, encouraging pupils of all abilities to put themselves forward for roles such as school council representatives and team captains.
- take action to ensure that disabled members of our school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.
- ensure that action continues to be undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- enhance the positive culture and ethos of the school.

8.2 Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- improve accessibility points to different curriculum areas.
- investigate ways of making the site more accessible to both disabled parents and adult users.

Great Orton Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether our school has pupils or visitors with disabilities and in preparation for a situation when they do.

- Governor Health and Safety Audit checks are carried out every term. This includes consideration of the individual needs of pupils as appropriate and identifies key action points in relation to improving our school environment.

- Our school SENCo oversees the specific care needs of our pupils with disabilities. They liaise with outside agencies and the Local Authority to ensure that EHCP procedures are in place and to apply for additional packages of support where necessary (e.g., toileting packages).
- Specialist equipment is purchased where appropriate – for example, specific motor skills resources or specialised computing equipment to support access for pupils with visual impairment.

The Governing board will consider and record reflection upon all areas of the physical environment:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the school/setting building e.g., provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools' funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

We will strive to:

- produce all school literature at the correct font size to help visually impaired students.
- investigate alternative ways of providing access to information, software and activities.
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

Great Orton Primary School plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. This includes handouts, timetables, textbooks and information about our school and school events. Great Orton Primary School will be aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

We will

- consider how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identify how we have considered the readability of information including that provided by our school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identify how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
- *Ensure the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.*

8.4 Financial Planning and Control

The Head teacher together with the Finance Committee will review the financial implications of the School/Setting Accessibility Plan as part of the normal budget review process. The objective is that over time, our Accessibility Plan actions will be integrated into the Whole School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

The Headteacher and members of the Governing Board will undertake a disability audit using a cross section of staff, pupils and parents. As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan.
- plans to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on.
- present the plan to the governing board for their approval.
- modify the plan based on the views of stakeholders.
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

9.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Our Headteacher and governors will evaluate and review any changes necessary. This evaluation may include:

- success in meeting identified targets.
- changes in physical accessibility of school buildings.
- questionnaires, responses from stakeholders e.g., parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities.
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school/setting.
- recorded evidence that fewer pupils are being excluded from school/setting opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- increased levels of achievement for pupils with disabilities.
- pupil responses, verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections that identify higher levels of educational inclusion.

9.3 The role of the LA in increasing accessibility

Governors may comment on the impact the LA has had upon supporting the school to achieve successful implementation of their accessibility plan. This may include identifying how the LA has:

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g., uptake of Dyslexia Friendly

status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.

- promoted collaboration through the provision of information aimed at sharing good practice.
- encouraged liaison between special and mainstream schools to share expertise and pupil placement.
- ensured that school is aware of support services that provide advice to schools/settings and staff.
- provided specialist help to identify ways forward in increasing the inclusion of all pupils.
- linked building adaptations to refurbishment and capital building works.
- informed school about how information can be provided in several different formats.

9.4 Accessing the School's Plan

This will be done through:

- the school website
- mention in school newsletters of the availability of the plan.

We will ensure that the plan is available in different formats where requested.

Great Orton Primary School will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion.
- providing targeted training for particular groups of pupils/staff.
- promoting collaboration through the provision of information and the sharing of good practice.
- encouraging liaison between other local schools/settings including special schools.
- seeking support/advice from outside the school/setting, from services, other agencies and organisations.
- ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.

10. RELATED POLICIES

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

- Curriculum Policies
- Single Equality Scheme/Objectives
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy, Local Offer & SEN Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan
- Complaints Procedures

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Great Orton Primary School

ACCESSIBILITY PLAN 2022 – 2025

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Ensure that pupils with cognition and learning needs can access all areas of the curriculum.	Consultation between school's named Educational Psychologist and SENCO. Identify priorities for consultation moving forward. Whole staff training in quality first teaching methods.	All pupils with cognition and learning needs will have full access to all areas of the curriculum. Quality first teaching strategies will be employed by all teaching staff that maximise the learning opportunities for pupils with additional needs. Provision of equipment/resources as required	Start of each term As required Whole staff training – January 2023	All children can access all aspects of the curriculum Barriers to learning will be reduced	

All pupils can continue to access out of school and extra-curricular provision.	Audit pupil voice – establish activities that pupils would like to access. Review staffing of extra-curricular activities.	Pupils are able to access a wider range of out of school and extra-curricular provision. Extra-curricular provision meets the needs and interests of our current pupil population.	Autumn term 2023	Increase in access to all school activities for all disabled pupils	
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Teaching staff feel confident to include pupils with physical disabilities in PE activities, and are aware of adaptations that can be made to planned activities to maximise participation of all pupils.	Staff training in relation to curriculum access for pupils with physical disabilities. Wheelchair basketball possible experience in annual PE provision.	Curricular PE will include activities adapted to pupils with disabilities.	End of spring term 2023 Summer term	PE activities are available to all pupils including those with disabilities	
All pupils will have a range of activities to participate in during break times.	Audit pupil voice – what do pupils do at break times/ what provision would they like to have? Look into how playground equipment can be adapted to offer accessibility for pupils with physical disabilities.	Pupils will be able to access a range of activities	Autumn 2022		
Training staff in the identification of and teaching children with ASD and other specific learning difficulties	All staff attend appropriate training. Outreach provision from external agencies	All staff are familiar with the criteria of identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with ASD are successfully included in all aspects of school life	

Staff recognise and allow for the additional time required to use equipment in practical work	Lesson planning is appropriate for all individuals	Additional time	Ongoing /supported on a needs basis	Children given additional time if necessary	
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Risk assessments to include risks to children with disabilities	Risk assessments consider any disabilities of all pupils	Ongoing	All pupils in school able to access all educational visits and take part in a range of activities	

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IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
	Drain covers in the playground to be replaced to ensure safety of all stakeholders.	Drain covers Any loose equipment such as plant pots to be removed or placed in a secure place to ensure trip accidents do not occur	Summer term 2022 Autumn term 2022	TBC	HT	
	Provision of assistive technology as required	Source any assistive technology as appropriate	Autumn Term 2023	TBC	Hardware and software available to meet the needs of children as appropriate	
	Fire and emergency evacuation procedures to be in place for those with additional needs	Ensure all staff are fully aware of any pupils who may have difficulties exiting the school if evacuation was required.	Annually		All disabled pupils and staff are safe in the event of a fire	

	Improve the visual environment for pupils with visual impairments	Incorporation of appropriate colour schemes when refurbishing	As appropriate		Colour schemes are sympathetic to children with needs	
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IMPROVING ACCESS TO WRITTEN INFORMATION

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Ensure all parents and members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Parents and school community will have access to information in multiple formats	Ongoing	All school community able to access school information	
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Spring term 2023	Delivery of school information to pupils & parents with visual difficulties improved.	
Availability of written material in alternative formats	We make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved	
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	School publications will be accessible to all parents.	Ongoing	Parents will be able to access all school information.	

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Equality and Inclusion

Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
To ensure that the accessibility Plan is an annual item at FGB meetings	Clerk to governors to add to list for annual FGB meetings	Adherence to legislation	Annually	All Governors are aware of the accessibility plan and can contribute to it	
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	Ongoing	All policies confirm to legislation regarding children and staff with disabilities	