



Galley Common Infant School

ACCESSIBILITY PLAN

Definition of Disability

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”

Defined by the Disability Discrimination Act 1995

The school recognises its duty under the DDA (Disability Discrimination Act) 1995, as amended by the SENDA (Special Educational Needs and Disability Act) 2001 and in line with the new Code of practice [2014]:

- not to discriminate against disabled pupils in their admissions and exclusions, and
- provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

At Galley Common, we are 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 Galley Common Infant School Accessibility Plan has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school. The Accessibility Plan is structured to complement and support the schools Equality Objectives, and will similarly be published on the school website.

Galley Common Infant School Accessibility Plan shows how access is to be improved to ensure that pupils, staff and visitors with a disability are as equally prepared and the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The Accessibility Plan will contain relevant and timely actions 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 prepared for life as able-bodied pupils (If a school fails to do this they are in breach of 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 school 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 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 time frame;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe
- 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.

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

- Curriculum Policies
- Equality Information & Objectives
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Improvement Plan
- School Brochure / Prospectus and Vision Statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which should be updated by the school and remains the responsibility of the governing body. The Accessibility Plan will be monitored through the Governor Resources Committee and will be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010. 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.

Already in place at Galley Common Infant school

Outside /Approach to school	<ul style="list-style-type: none">• Crossing patrol• Concrete, smooth access down the drive onto the playground• Car parking, designated parking space for disabled• Ramp entrance into school through Year 2 entrance with wide doors
-----------------------------	---



	<ul style="list-style-type: none"> • Ramp entrance into school through Reception corridor entrance with wide doors
Inside	<ul style="list-style-type: none"> • All corridor doors and door to outside are wider doors • Clear fire exit routes – No obstacles around signed emergency routes • Rooms that cater for additional hearing needs are acoustically checked • Disabled toilet within school including changing facility, shower • From ramped entrance into school access to the hall, from the playground
Teaching and learning	<ul style="list-style-type: none"> • Teaching Assistants deployed effectively to support pupils accordingly and skill sets are matched to pupil needs • Classrooms are optimally organised to promote the participation and independence of all pupils • A CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them - Staff training through school nurse, link professionals, inset days • Staff training in the administration of medicines where applicable like inhalers and Epi-pens • All out-of-school visits and after school clubs are planned for to ensure participation for all. • A range of intervention programmes are available to support all children • School use symbols for communication and communication in print where needed • Detailed transition between schools at transition times
Parents	<ul style="list-style-type: none"> • Wheelchair access into school allowing access to the school hall, disabled toilets and main office

School Accessibility Plan - 2024 to 2027:

Target	Strategy	Outcome	Time scale	Achievement
Make available school brochures, school newsletters and other information for parents in alternative formats	Conversation of documents if needed The school will make itself aware of the services	All school information available for all through hard copy and website	As required	Improved delivery of school information to parents and the local community



	available through the LA			improved
	formats.			
To extend provision for wheelchair bound students to access KS1 classrooms within the school building	Install a lift on the small set of stairs in the centre of the building and provide level access into at least one Year One classroom	Access for wheelchair users throughout the school. Ramp on the playground to support accessibility	By Sept 2024	Improved access throughout the school
Making steps highly visible	Look into paint to help define steps to show change in level	Ensuring accessibility for pupils/parents with visual impairment	Ongoing	Improved access into school
Staff to continue to have training / updated training to meet the individual needs of children	Audit the training needs of staff	Teachers able to meet the needs of individual needs	Ongoing	Greater staff knowledge and understanding

This policy will be reviewed every three years and updated as necessary.

Policy signed: ___Mr. Kieran Pearson_____ (SENCo)

Dated: March 2025

Review Date: March 2027