Hull Collaborative Academy Trust

Accessibility Plan

Gilberdyke Primary School

2024-2027

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1. AIMS AND OBJECTIVES

1.1 HCAT is a diverse and inclusive family of schools that focuses on the well-being and success for all and where all members of our community are of equal worth. Our Accessibility Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race.

1.2 HCAT schools are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, emotional and cultural needs. Furthermore, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion

1.3 The key aims of this plan are to:

- Identify any accessibility issues
- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environments within our schools to increase disabled pupil's physical access to education and extra- curricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children.

2. STATUTORY RESPONSIBILITIES

2.1. The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Trustees to ensure that all trust schools are socially and academically inclusive and remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan.

2.2. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation.

2.3. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

2.4. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD),or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to- day activities that should be considered.

2.5. The test of whether an impairment affects normal day-to-day activity is whether it affects one or more of the following:
- Mobility
- Manual dexterity
- Physical co-ordination
- 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

2.6. A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

2.7. Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

3. ROLE OF THE TRUSTEES

3.1 This Accessibility Plan sets out the proposals of the Trustees to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- **To increase the extent to which disabled pupils can participate in the school's curriculum.**
- **To improve the physical environment of the school to ensure disabled stakeholders are able to take advantage of education and other benefits, facilities or services provided or offered by the school.**
- **To improve the delivery of information to disabled stakeholders, using formats which give better access to information.**

3.2. The responsibility for the Accessibility Plan lies with the Trustees and Headteacher.

3.3. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. The Action Plan sets out the school will address the priorities in the plan.

4. HEALTH AND SAFETY

4.1 The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

4.2. There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

APPENDIX A School Specific Information

GILBERDYKE PRIMARY SCHOOL

SCHOOL CONTEXT

The school was built in the 1960's and thereafter the foundation unit was built. There are predominantly wide corridors and all classrooms apart from one in school have access points from outside. There is one hall on the ground floor and it is accessible to all. On-site car parking for staff and visitors includes one dedicated disabled parking bay. All main entrances to the school are flat and some have wide doors fitted. The main entrance features a secure lobby and although the reception hatch isn't low, we have included a short table for use where required making it fully accessible to wheelchair users. There are disabled toilet facilities available in the foundation unit buidling. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

The school adapts movement around the school (for example lunch and break times) to meet individual needs whenever possible.

The school has a website that has a direct hyperlink to the HCAT website. Parents can access a comprehensive range of information about the school from the website, including performance data, curriculum information, newsletters and a calendar of events. There is also a direct link to the school's Twitter page that is regularly updated with school events and information. The majority of written communication is emailed to parents with hard copies kept in the office for those who do not access the internet. A newsletter is sent home via School Ping once a fortnight.

The school entrance has an easily accessible document station with year group information and hard copies of newsletters or school policies are available from the school office.

CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as and when a need occurs.

<u>Physical Environment</u>

- Corridors and routes are kept clear of obstacles.
- Access and Health Care Plans are in place for individual disabled children as part of Graduated Response process where required.
- A Well-being room is available for pupils who need time out from the busy, stimulating classroom environments.
- Disabled pupils participate in extra-curricular activities.
- Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/ interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with emotional or medical needs but there are very few, if any, activities that pupils cannot be involved in with appropriate support and provision of staff.
- Accessible parking bays for disabled staff/visitors.
- All disabled children and staff working with them are safe and confident in event of fire.
- Accessible toilet for disabled pupils/ staff/ visitors with inbuilt hygiene area.

Curriculum

- Access arrangements are made for external examinations (Extra Time/ Reader etc.).
- Parental workshops held for those children with SEND to increase confidence in supporting children's education.
- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- A range of teaching methods and styles are used to facilitate access for all students.
- Disability awareness is promoted in the curriculum, through assemblies and specific events. This is planned through the JIGSAW approach.
- Stereotyping is challenged through curriculum opportunities for all.
- Staff working with pupils with disabilities receive specialist training.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.
- There are no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however by differentiation and staff support all can be accessed at a level commensurate with ability.

Information

- Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.
- Access to information is planned, with a range of different formats available for disabled pupils to ensure their voice is heard especially during meetings where their needs are discussed, as well as for parents and staff.
- Information to parents given in a format that they can access – verbal conversation, large print, texting service if hearing impaired, website.
- Clear simple format for reporting learning information to parents at parent consultations and in school report.
- Quality transition information communicated between teachers schools.
- Where appropriate, disabled pupils receive support from specialist services.
- Translators and interpreters are used in meetings where required for parents, carers and children.

APPENDIX B - ACCESSIBILITY AUDIT – Completed December 2024

HCAT Accessibility Audit for Schools

Please complete the following sections using the following key;

1. *Yes, completely*
2. *Almost, working towards meeting the guidance*
3. *Partially*
4. *Not yet considered*

A. Disability Awareness / Training

		1	2	3	4	Comments
1.	Do you provide disability awareness training so that all staff understand and recognise disability issues?	X				General delivered in house, specialist eg asthma, ASD etc where available
2.	Do you ensure all staff have the necessary training to teach and support disabled pupils?	X				
3.	Do pupils receive training and education in disability equality issues?	X				Regular feature of assemblies/ PSHCE

B. Getting to the building

		1	2	3	4	Comments
4.	Are car parking spaces reserved for disabled people near to the entrance?	X				
5.	Are there any hand rails to easy movement around the site and to the main entrance?	All on one level				
6.	Are steps needed for access to the main entrance?	No				
7.	If so, do the steps have a contrasting colour edging?	N/A				

8.	If there are steps, is a ramp provided to the main entrance?	N/A				
9.	Are there any other ramps accessing entrances?	No				
10.	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	X				
11.	Is it possible for a wheelchair user to get through the main door unaided?	X				
12.	If no, is an alternative wheelchair accessible entrance provided?	N/A				

C. Internal building

		1	2	3	4	Comments
13.	Do all internal doors allow a wheelchair user to get through unaided?	X				
14.	Do all corridors have a clear unobstructed width of 1.2m?	X				
15.	Is there a wheelchair accessible toilet?	X				
16.	Is there an accessible changing room/ shower facilities?		X			Changing not shower
17.	Number of teaching spaces (classrooms)	9				
18.	Number of teaching spaces that are accessible	9				
19.	Number of internal social spaces	1				
20.	Number of internal social spaces that are accessible	1				
21.	Are internal pathways and routes logical and well designed?	Yes				
22.	Are non- visual guides used, to assist people to use buildings (eg tactile buttons)	No				
23.	Could any of the décor be confusing or disorientating for pupils with disabilities eg visual impairment, autism or epilepsy?	Not aware it is.				
24.	Are appropriate quiet spaces (eg well- being rooms) available for those pupils that need it?	Yes				

D. Multi-storey

		1	2	3	4	Comments
25.	How many storeys in the block? Place X in appropriate box a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d= mainly 2 or 3-storey	A X	b	c	d	
26.	If the building is on more than one level, do the internal steps/ stairs have contrast colour edgings?					N/A
27.	Is there a continuous handrail on each internal stair flight and landing?					N/A
28.	Is there a lift that can be used by wheelchair users?	No				
29.	Do you have any other sort of mechanical means provided to move between floors? If yes, please state	Not currently				
30.	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	X				

E. Furniture and equipment

		1	2	3	4	Comments
42.	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	X				
43.	Do furniture layouts allow easy movement for pupils with disabilities?	X				

F. Sensory Impairment

		1	2	3	4	Comments
31.	Are non-visual guides used to assist people to use the building?	No				
32.	Are hearing induction loops available?	No				
33.	Do emergency alarm systems cater for those with hearing impairment?	High pitch, High volume				

G. How does your school deliver the curriculum?

		1	2	3	4	Comments
34.	Do staff seek to remove all barriers to learning and participation?	X				
35.	Do staff provide alternative ways of giving access to experiences for pupils with disabilities who can't engage in particular activities eg some forms of exercise in PE?		X			Ongoing CPD for staff on understanding needs and adaptations through provision, resource & demand
36.	Do staff recognise and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum?	X				
37.	Do you provide access to appropriate technology for those with disabilities?		X			Where possible, laptops can be used to support learners
38.	Are school visits made accessible to all children and young people irrespective of attainment or disability?	X				

H. How does your school deliver materials in other formats for anyone who needs it?

39.	Do you have arrangements to provide information in simple language, symbols, large print, audio or in Braille for pupils who may have difficulty with standard forms of printed information?	X				
40.	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?	X				
41.	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		X			Due to turnover of staff and new advances need ongoing CPD

APPENDIX C – Gilberdyke Primary School Accessibility Plan 2020-2023

Key Area	Target	Strategy	Timescale
To increase the extent to which disabled pupils can participate in the school's curriculum	➢ To ensure that pupils with disabilities have access to a broad and balanced curriculum which covers all national curriculum subjects ➢ To ensure staff plan for individual needs at all tiems ➢ Ensure curriculum resources across all subjects include reference and images of people with disabilities	➢ Strategic overview by leaders to ensure that disabled ppuils are exposed to the full ➢ Provide adequate staff training so that they are confident in differentiating the curriculum ➢ Curriculum leaders and all staff ensure resources include people with disabilities	**2024-2025**
To improve the physical environment of the school to ensure disabled stakeholders are able to take advantage of education and other benefits, facilities or services provided or offered by the school	➢ To ensure that disabled pupils are involved in the writing GRPs so they have the opportunity to share any physical barriers they may experience ➢ Emergency evacuation procedures for disabled pupils and staff are in place and all staff are aware of their responsibilities	➢ Staff may make reasonable adjustments to over come physical barriers when possible ➢ SENDCOs review termly the emergency evacuation procedures for disabled pupils and staff	**Spring term 2025** **Termly**
To improve the delivery of information to disabled stakeholders, using formats which give better access to information	➢ To improve access of information for parents and carers ➢ Ensure all staff are aware of the guidance for accessible formats	➢ Improve organization of information on school website ➢ Further develop the use of twitter/social media ➢ Document station in foyer containing hard copies of kep policies/newsletters ➢ A wider range of formats including the use of digital technology is available for disabled pupils	**2024-2025**