



Countess Gytha Primary School

Accessibility Plan

Preston Primary Academy Trust

Date Approved: February 2023 by Local Governing Body

Review Frame: 3 years

Next Review: September 2025

Countess Gytha Primary School

Accessibility Plan

- This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and directors/governors of the school.
- 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.
- Overtime, we will increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** within Countess Gytha Primary School, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - 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 the pupils without a form of disability; we recognise that failing to do so, the school would be in breach of the DDA. This covers teaching and learning and the wider curriculum of the schools such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - 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 time frame.
- Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every 3 years.
- We recognise that the school should always be looking to refresh staff and governor training to ensure best awareness in the matter of disability discrimination and the need to inform attitudes on this matter.
- The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Health & Safety
 - Special Needs and Inclusion

- Behaviour Management
- 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.
- As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
- Information about our Accessibility Plan will be available to Parents via the school office and school website.
- All parts of the Action Plan will be monitored by the Local Governing Bodies of the school.
- The school will work in partnership with any representatives from the local authority or council; the PPAT trust to which the school is a member of and any other duly representative of an officially recognised body.
- It is expected that the Action Plan will be monitored by Ofsted as part of their inspection cycle.

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ACCESSIBILITY PLAN - 2022 – 2025

Improving the Physical Access at Countess Gytha Primary School

An Access Audit is carried out by SBM/ Head teacher/ Site Manager and H and S Compliance Officer at regular intervals resulting in a number of recommendations:

Item	Activity	Timescale	Cost (£)
Provision of induction hearing loops	Reception/ Hall	As required, when the need arises	As quoted

Countess Gytha was constructed in 2016 and so meets the standards for Access To and Use of Buildings (Approved Document M, available at: <https://www.gov.uk/government/publications/access-to-and-use-of-buildings-approved-document-m>)

Improving the Curriculum Access Countess Gytha Primary School

Target	Strategy	Outcome	Timeframe	Achievement
Our school offers a differentiated curriculum for all pupils.	Undertake an audit of staff training requirements Staff meetings to provide any training needs. Audit of training needs for TA's.	All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum Highly confident and well-trained staff are able to teach all pupils effectively.	2022 ongoing	Increase in access to the National Curriculum (all subjects)
To enable access for all types of disabilities	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	2022 ongoing	School compliant with disability and equality legislation.
To use resources tailored to the needs of pupils who require support to access the curriculum.	Take advice from specialist, multi-agency teams to ensure the appropriate resources are available to support the specific needs of pupils.	All pupils have access to specialist resources which allow them to access the curriculum fully.	2022 ongoing	All pupils are accessing their learning opportunities effectively.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	2022 ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process on an individual class basis.	Lessons start on time without the need to adjust in order to accommodate the needs of individual pupils. Those with specific needs are catered for and are fully integrated into the classroom environment.	2022 ongoing	Increase in access to the National Curriculum. Pupils feel fully integrated into school life and interact with staff and pupils in a fully inclusive manner.
Targets are set effectively and are appropriate for pupils with	Effective relationships between SENCO, teachers, parents, and pupils will enable effective and realistic targets to be set.	Pupils feel fully integrated into the school community and make good progress academically. Parents understand and are part of the target	2022 ongoing	Increase in access to the National Curriculum. Pupils feel fully integrated into school life and interact

additional needs.		setting process.		with staff and pupils in a fully inclusive manner. Parents take an active role in their child's education.
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils, and parents as required. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Accessibility. Ensure that access and safety issues are reviewed as children with physical disabilities transfer classes.	As required	The local community will benefit by a more inclusive school and socially inclusive environment.

Improving the Delivery of Written Information at Countess Gytha Primary School

Target	Strategy	Outcome	Time-frame	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats. Use expertise of staff in other Trust schools who speak other languages; work on universal strategies.	The school will be able to provide written information in different formats when required for individual purposes.	2022 ongoing	Delivery of information to disabled pupils and EAL pupils and parents improved.
Make available school brochures, school newsletters and other information for parents in alternative formats where required.	Review all current school publications and promote the availability in different formats for those that require it. Use a video tour of the school for those who cannot access in person.	All school information available for all in required formats.	2022 on request	Delivery of school information to parents and the local community improved and accessible to all.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all regardless of need.	2022 if required	Delivery of school information to pupils & parents with visual difficulties improved.
Enable parents and other users to view information by	Populate school website with relevant and timely information.	School information conveyed in pictorial,	2022 ongoing	Attractive and easy to access key information on the website.

easier means	Include video tours of the school and key information available in other languages.	written or video form as required.		
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