



DISABILITY ACCESS PLAN

Reviewed July 2022

INTRODUCTION

The aim of this plan is to set out how Gotham Primary School intends to increase the accessibility of all activities and facilities to disabled pupils over time.

At Gotham Primary School, we are committed to providing an inclusive environment for all students and support the Nottinghamshire County Council Local Authority accessibility strategy.

HOW WE DEFINE 'DISABILITY'.

“A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.”

The definition of disability covers a wide range of impairments including:

- Hearing or Visual impairment,
- Cerebral Palsy, Muscular Dystrophy, Downs Syndrome and Hydrocephalus,
- Mental Health issues, Dyspraxia, Dyslexia, ADHD and Autistic Spectrum Condition,
- Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV,
- Diagnosed eating disorders and gross obesity,

ORGANISATION

This document is divided into 3 sections:

Section 1: An audit of the present position using the DfES audit checklist

Section 2: Identification of the key points specifically appropriate for Gotham Primary School.

Section 3: The Action Plan

SELF-AUDIT – ACCESSIBILITY

CURRICULUM	Yes	Some	No
The appropriate use of ICT will be used to support students with disabilities and provide alternative formats for presenting information.	Assessments for inclusive technology conducted by Neil Oldbury (SSFS)		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes Various training conducted related to specific SEND children. See SENCO training log.		
Are your classrooms optimally organised for disabled pupils?	When required – Vision Team and Hearing Team have assessed classrooms for SEND child each year and given recommendations		
Do lessons provide opportunities for all pupils to achieve?	Yes – through differentiation linked to SEND support plans		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	Monitoring of planning & lesson observations		
Are all pupils encouraged to take part in music, drama and physical activities?	Yes all pupils take part in all activities including bikeability, drumba, pocket trumpets, schools plays etc		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Yes, where needed movement breaks, sensory breaks are used. Cognitive load information shared with staff		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Yes when needed		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Yes when needed e.g. adaptations for SEND pupil with a condition that effects physical movement.		
Do you provide access to computer technology appropriate for students with disabilities?	Assessments for inclusive technology conducted by Neil Oldbury (SSFS)		
Are school visits made accessible to all pupils irrespective of attainment or impairment?	Yes, all SEND pupils have attended all class visits with extra adult support and consideration.		
Are there high expectations of all pupils?	Yes, inc regular progress meetings		
Do staff seek to remove all barriers to learning and participation?	Barriers to learning addressed in SEND support plans		
PHYSICAL SURROUNDINGS:	Yes	Some	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	opened Jan 2006 – in line with DDA		

Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	N/A at present		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEND and disabilities; including alarms with both visual and auditory components?	Emergency alarms sound and flash		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	N/A		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			No
Are areas to which pupils should have access well lit?	Yes		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?			None required
Is furniture and equipment selected, adjusted and located appropriately?	Yes		
ACCESS TO THE WRITTEN WORD	Yes	Some	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	Signs, coloured paper and acetate. Where needed for a SEND pupil resources are enlarged to a specific font size recommended by Vision team.		No braille needed
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Class teachers use a range of ways of presenting info. Where needed for a SEND pupil resources are enlarged to a specific font size recommended by Vision team.		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes – as required. For example - BAHA band training		

As expected, the audit identified that there are difficulties to be addressed for the site, which may be addressed over the coming years, funds being available.

MAIN POINTS IN OUR PLAN ACCESS TO THE PHYSICAL ENVIRONMENT

- As a relatively new school our building is compliant with the requirements of DDA, including wheelchair friendly access, disabled toilet, hearing loop in the hall.
- We do not, therefore, anticipate having to make any significant alterations to the structure of the building, but will review organisation and routine to accommodate the needs of children when we need to.

ACCESS TO THE CURRICULUM:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Gotham Primary School.
- The identification of barriers to participation in all areas of school life is a priority and where necessary, adjustments will be made to the curriculum and teaching methods to support pupils with additional needs.
- The SENDCO will work with class teachers to consider how the curriculum will be adapted to meet the identified needs of pupils who will be taught in the coming academic year. Reference will be made to the LA resources and guidance and the Schools and Family Support Service as appropriate.
- We will identify any staff development needs to improve our ability to meet the needs of specific pupils when necessary and include these within the performance management.
- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a child is not suited to an activity, and have an alternative available.

ACCESS TO WRITTEN INFORMATION

- Pupils who have difficulty accessing standard size print should have this fact identified on, or prior to admission, and this information will be given to the SENDCO and Class Teacher. All relevant information will be collated in the SEND support plans of pupil and kept available for staff.
- Staff must ensure that the specific needs of every pupil has been met by careful lesson planning, and the production of differentiated material to meet identified needs.
- Pupils will be given coloured photocopies or acetates where this has been prescribed as helpful.
- The use of IWBs is be considered in the context of students disabilities. An assessment should be made of the impact of using a technology with a class where a disabled student is working. This will be supported by Neil Oldbury from SSFE or the relevant team e.g vision team.

ACCESS TO THE CURRICULUM

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Information about pupils accessible	SEND Register kept up to date. SEND support plans. Information shared between Class Teacher, TAs and SENCO.	Ongoing – weekly Staff meeting	SENCO Class Teachers TAs	Information available for staff.
SEND support	Pupils with identified disability have their support reviewed by the SENCO and hours allocated for TA support.	Ongoing	SENCO	TAs deployed effectively to support pupils with identified needs.
Individual Provision Maps	SEND pupils have Provision Map showing where support takes place in SEND support plan	Ongoing	Class Teacher Copies to SENCO	SEND pupils are well supported and have a timetable that reflect their needs.
SEND Tracking	Progress of pupils tracked	Termly	Class Teachers provide assessment data Assessment Co leads review	Clear system for showing progress of SEND pupils – informs allocation of support and target teaching
Parent Involvement for Children with SEND or an ECHP	SEND review meeting with parents, SENCO external agencies	As required	SENCO to set up – and invite external agencies as necessary.	Parents involved in review of provision.
Links with external agencies through the SPRINGBOARD meeting	Develop links with external agencies	When required depending on requirements of pupils. Meetings happen termly.	SENCO	External agencies support our students when needed.
Increased staff awareness	Empower staff to deal with students appropriately.	Provide training when a disabled student joins school.	All staff	Teachers and Support staff effectively accommodate needs of identified students.
Trips	Review accessibility for identified students on trips. Carry out Risk Assessment	When trips are planned – use EVOLVE risk assessments	All staff to complete EVO EVCO and HT to authorise	Procedures for planning trips ensure accessibility issues considered.

ACCESS TO WRITTEN INFORMATION

Target	Tasks	TIMESCALE	Responsible staff	Success criteria
Enlarged print/ coloured paper/ acetates for dyslexic pupils or visually impaired according to requirements	Provide altered materials as required.	When required	Class teachers TAs	Pupils receive appropriate print for lessons
Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils with specific needs	When required	SENCO	Pupils use ICT when appropriate Staff aware of how the use of ICT can support learning