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## Accessibility Plan

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**Reviewed: March 2021**  
**Ratified by the Governors:**  
**Due for Revision: March 2024**

# George Tomlinson Primary School Accessibility Plan

*3-year period covered by the plan: 2021 - 2024*

## Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of George Tomlinson Primary School's Governing Body to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for non-disabled pupils.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:

- senior leadership team
- parents of any pupils involved
- staff
- governors

## Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA)

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

## **Planning Duty 1**

### **Increasing the extent to which disabled pupils can participate in the school curriculum**

1. Provide training for all staff on differentiation of the curriculum as required
  - Provide INSET to all staff on how to ensure all pupils within each lesson are able to access the lesson content.
  - Ability to show how differentiation is built into each of the schemes of work
  - SLT and Heads of Year to work with class teachers to ensure that all lessons are accessible to all pupils
  - Teaching staff to liaise with Teaching Assistants prior to each lesson so that support is fully utilised
  
2. Differentiate resources
  - Each subject area will provide suitable resources appropriate to each curriculum area
  - Use of interactive whiteboards to enlarge text to make it easy for all pupils to read
  - Where necessary INSET provided to teachers of pupils with a hearing impairment on the use of visualisers that can be used in lessons, and any other current technology to support them.
  - School to liaise with council e.g. OT/Physio and SLAT specialists and where necessary invite them in to meet with teachers of specific pupils to ensure their needs are met through a variety of teaching strategies and resources.
  
3. Ensure equal access for disabled pupils to school clubs, school visits and extra-curricular activities
  - Risk assessment and planning of trip to include accessibility references
  - Analyse extra-curricular activities to ensure inclusion of learning support pupils and pupils with disabilities
  - Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils.
  
4. Ensure that all pupils feel supported and included within the school
  - Placed on the inclusion register, where necessary provide emotional support through learning mentors
  - Closely monitored through correct program to ensure that we are providing all the support and access to curriculum for pupils with physical requirements

### **Planning Duty 2**

**Ensuring the physical environment of the school is suitable to increase the extent to which disabled pupils can take advantage of education and associated services:**

George Tomlinson is a three storey building which has lifts to make these floors accessible to all.

### **Planning Duty 3**

**Improving the delivery of information to disabled pupils (and parents)**

We will continue to

1. Provide written materials in alternative formats as requested
2. Discuss with parents how to best ensure we continue our support