

Gilnow Primary School



Accessibility Plan

Headteacher: Miss K Hesketh

This policy was reviewed by the Senior Leadership Team in April 2025 and accepted by the Governing Body in June 2025.

At Gilnow Primary School, we are committed to an inclusive curriculum where pupils are treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Audit of existing achievements and provision

1. Curriculum

- Established procedures for the identification and support of pupils with Special Educational Needs
- Information gathered on future pupils from induction meetings to allow advanced planning- including pupils due to start in the foundation stage and those transferring from other schools
- Regular home/school liaison and meetings, where appropriate, as part of the Early Help process
- Detailed pupil information shared with relevant staff
- Curriculum differentiated by task, level of support and outcome
- Strong links with external agencies e.g. physical, sensory, learning and behaviour
- Specialist equipment available to support specific needs- e.g walking frames, writing slopes, scissors, cutlery, pencil grips, overlays, I-pads
- Special arrangements made for pupils taking part in tests e.g. extra time applied for, enlarged scripts, adult readers, coloured scripts
- Pupils and parents involved in setting targets each term

2. Physical Environment-

- Level access to the building, which allows wheelchair access
- Automatic door at main entrance
- Wheelchair height reception window to main office
- Disabled parking bays in school car park
- Disabled toilet facilities with a changing bed/ shower available
- Accessible toilet facilities

- Emergency lighting
- Carpets throughout school to improve acoustics

3. Information

- One to one explanations with pupils and parents
- Use of bilingual support staff to give verbal translations
- School website contains all school information for parents, which can be translated

The plan will be made available on the school website. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Objective	Detail	Timescale	Review
Continue to educate about discrimination, equality and diversity through a clearly planned curriculum.	• PSHE curriculum delivery • RE curriculum delivery • Opportunities to include links to a range of people from different backgrounds within all subject areas (e.g. authors, scientists, artists) • Clearly planned content within Values assemblies	By July 26	Our links to significant individuals have been refined. Values assemblies regularly address these themes and children speak confidently about them.
Continue to ensure that all children, including those with protected characteristics, make good progress and achieve well in their learning.	• Quality first teaching • High quality interventions • SEN support • EAL and INA support • Good links with families	By July 26	Interventions have been refined to better meet specific needs. Induction processes updated to ensure more detailed information is shared with parents. Communication with families is strong and improving.
Ensure all parts of our school building are fully accessible to all members of the community.	• Review of Accessibility Plan and implementation of identified changes	February 24 – in line with review of Accessibility Plan	Reviewed Accessibility Plan and lighting improved with LED lighting.

Promote cultural development and understanding through our planned curriculum links and experiences.	• Carefully planned programme of visits and visitors, linked to the curriculum • Whole school and Key Stage assemblies focus on cultural and moral development • Events to involve parents and families in school and community life • Links with agencies and community groups that represent different parts of the local community	By July 24	LTP showing visits and visitors planned across year groups and subjects. Links with an increasing range of agencies and groups to help families in finding support within the local community. Values assemblies allow children to explore a range of themes and people who are different to themselves.