

Accessibility plan

Greek Primary School of London

Approved by: Dr. Aikaterini Papagianni

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At the Greek Primary School of London, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At the Greek Primary School of London, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

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. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents and staff at the school.

2. Legislation and guidance

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Resources	Success criteria
Curriculum	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>i. To extend the degree of inclusion for pupils in protected groups.</p> <p>ii. To improve learning opportunities for pupils in protected groups.</p> <p>iii. To ensure that all homework assignments are accessible to pupils in protected groups.</p>	<p>Ascertain the areas of the curriculum to which children in protected groups might not gain access.</p> <p>Ascertain the areas of the curriculum, teaching strategies, classroom management techniques that might have a restricting influence upon the learning of children in protected groups.</p> <p>Discuss and agree at review meetings the approach to homework assignments to establish compatibility with the additional needs of pupils in protected groups.</p>	<p>Class Teacher</p> <p>Senior Leader (only for EYFS)</p> <p>Headteacher</p>	<p>Meeting time with teaching staff.</p> <p>Meeting time with teaching staff.</p> <p>Review meetings with parents, pupils and class teachers.</p>	<p>Children in protected groups are enabled to participate in all curriculum areas.</p> <p>The learning opportunities for children in protected groups are enhanced.</p> <p>Children in protected groups are able to complete all homework assignments where applicable.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Pupils in need are placed in ground floor classroom where they may have access to the toilet. The environment is adapted to the needs of pupils/staff as required. This includes:</p> <ul style="list-style-type: none"> - Disabled toilets - Handrails - Visible marking of Steps - Alarm with sound/lights in all areas of the building for fire alarm 	<p>To ensure that staff are aware of how to use any equipment provided by O.T's and physiotherapists and other health professionals. Ensure all equipment and adaptations are checked at least annually.</p>	<p>Training and advice obtained to ensure equipment is adapted to individual needs.</p> <p>Adaptations checked and safety certificates of maintenance obtained as required.</p> <p>Facilities reviewed with regard to the needs of the current cohort. E.g toilet seat and step for child in Year 3.</p>	<p>Business manager and health and safety lead to do annual health and safety walk to ensure all areas are accessible to all pupils and staff or alternatives are provided.</p> <p>Reviewed annually</p>	<p>Termly review of needs and condition of equipment.</p>	<p>Children and staff are able to use equipment and adaptations safely and effectively.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Pictorial or symbolic representations 	<p>Annual training to ensure staff are aware of facilities that are in school for children and to look at any Amendments to provision.</p>			<p>Termly</p>	<p>Staff are fully aware and children are fully included in school life.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher **Dr.Aikaterini Papagianni**.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Behaviour policy
- Antibullying policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two levels connecting with stairs	Audit to be taken for stairs lift	Premises/Business manager	Annually
Corridor access	Flat access in most areas	Check accessibility to all corridors for wheelchairs/walking frames/ children who may use sticks or crutches	Premises/Business manager	Annually and as needs change
Entrances	School entrances are flat and are wide enough for a wheelchair.	Check that these entrances are accessible with any changing needs	Premises/Business manager	Annually and as needs change
Parking bays	None	N/A		
Lifts	None	N/A		
Ramps	None	N/A		
Reception area	None	N/A		
Toilets	Disabled toilet in basement	Check that disabled toilet is in working order and accessible.	Premises/Business manager	Normal routine of checks
Internal signage	Signs for fire exits	Check that all signs are clearly visible and of a suitable size	Premises/Business manager	Regular checks as per health and safety procedures

Emergency escape routes	Exits to emergency points from all areas of the school with designated places for each class	Check that all emergency escape routes are clear. Do annual review of all PEP for children/staff with disabilities as needed.	Premises/Business manager	Regular checks as per health and safety procedures
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