


Green Park School Accessibility Plan

Policy written by:	Lorraine Dawney
Role:	Headteacher
Committee approving Policy	Full Governors Board
Date approved by Committee:	19 June 2023
Date for renewal:	Every 3 Years, Summer 2026
Signed by Chair of Committee	 Rev Simon Skidmore, Vice Committee

Our Mission

Green Park aims to provide access to high quality education and learning experiences, both in school and in the community and seeks to maximise each pupil's achievement as part of his or her lifelong learning. It is the school's aim to be a centre of Educational Excellence in the heart of the community.

Statement of intent

This plan outlines the proposals of the governing body of Green Park School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

Increasing the extent to which pupils with disabilities can participate in the school curriculum.

Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.

Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partner

Wellbeing - We believe in promoting the wellbeing of all pupils and staff. The accessibility plan promotes pupils and staff mental health and ensures equality of opportunities and access for all pupils. There's no rain in our rainbow, just love and lifelong learning!

Planning Duty 1

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Enhance the induction programme to ensure new staff members have enhanced skills to support pupils given the increase in pupil numbers	Improve the teaching strategies content of the induction programme	CPD leader	Summer 2023	Staff members have the knowledge and skills to support children across the school	Autumn 2024
	Ensure all pupils have access to a relevant and personalised communication strategy	Improve staff knowledge of choices and resources. Provide trainers with learning walk opportunities to improve consistency of practice INSET days dedicated to programme to include enhanced Makaton and PECS	Cognition Area of Need leader, Communication and interaction leader Regional tutors and / course participants	Autumn 2023 – Summer 2026	All pupils have a clear strategy to communicate Increased level of skill and knowledge to support pupils	Summer 2026
	Communication aids to support at home and school.	Ensure parent training offered in a range of strategies to that pupils can use aids (low and high tech) at home.	Communication lead, SIP team	Summer 2023 ongoing	Pupils achieve better learning outcomes as a result of more functional learning opportunities	Summer 2026
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Medium term	Due to our changing profile of pupil needs we need to ensure the curriculum is knowledge rich for all styles and clusters	To review sequences of learning for all pupils	Area of Need leaders / SIP leaders	April 2023 – Summer 2026	Engagement of all pupils and motivation in lessons improves which leads to better outcomes. Learning is embedded in a knowledge rich curriculum	Sept 2026
Long term	Seek a wider range of therapies and interventions for pupils to minimise the difference	Explore training for more therapies to support our changing profile of learners and expand the curriculum	Area of Need leaders / CPD leaders	Summer 2023 – ongoing	Engagement of all pupils and motivation in lessons improves which leads to better outcomes	Autumn 2026

Planning Duty 2

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review
Short term	Ensure all pupils have access to offsite programmes to apply their functional skills in real life situations within a knowledge rich curriculum	Ensure medical needs training in place	CPD leader	Sept-2023 – Summer 2024	Appropriately trained staff in place	Autumn 2023
		Ensure the cultural capital programme is embedded in a knowledge rich curriculum	SIP team		All pupils have access to offsite learning activities	Summer 2024
Medium term	Individual support for all pupils supported by additionality bids for 1:1 support and Dual support workers, HCA's	Pupils needing additional support identified and bids submitted to LA or CCG	SBM / SIP team / Assistant EP	Summer 2023	Pupils with personalised needs have their holistic needs met	Summer 2024
Long term	Review the provision of school MPV to ensure it is fit for purpose	Replace out of date MPV	Head teacher/ Site and safety officer /Trustees	Spring 2024	School vehicles are fully accessible, and staff trained in appropriate loading and clamping	Autumn 2024
	Develop a pod for Rebound therapy provision	Seek suitable designs and support from School Fund Charity for successful project	GPS Staff fundraising team, Voluntary committee	2023-2026	Accessible outdoor resources fit for purpose	Autumn 2026

Planning Duty 3

Governing bodies should undertake an audit of the extent in which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome criteria	Review
Short term	To ensure pupils have a voice about their school life and can make decisions about its direction.	To promote the voice of the student council. All pupils to be invited to their EHCP reviews and contribute to next steps, where appropriate To review the use of video evidence on the EFL app to celebrate key achievements with pupils and their parents	Pupil welfare officer / Class teachers	Sept 2023	School invited pupils each term to contribute to a topic about school life and how to improve this aspect. Pupils' success celebrated in their review	Autumn 2026
Medium term	Ensure for pupils with complex communication needs they are able to process and respond to information using simple / complex augmentative communication aids.	Purchase appropriate range of communication aids. Provide training to pupil's staff and parents on their use	Communication and Interaction Leader CPD leader /SIP team	Summer 2023 Ongoing	Information is fully accessible to children with complex needs	Summer 2024
	Ensure the promotion of reading in all forms	Intensive Interaction Tracking TaSSeLs Eye Gaze See and Learn Sensory Stories Read Write Inc Fresh Start Devices e.g. proxy talker	Communication and Interaction Leader Cognition leader SIP team	Summer 2023	Information is fully accessible to children with complex needs	Summer 2025
Long term	Ensure use of the library is accessible using the Reading Cloud	Purchase appropriate range aids. Provide training to pupil's staff and parents on their use	SBM / Area of Need leaders	Autumn 2024	Make the library accessible to all	Autumn 2026