



Gosford Park Primary School

Accessibility Plan

TARGET	STRATEGIES	OUTCOME	TIMEFRAME
Equality and Inclusion			
To ensure that the Accessibility Plan becomes an annual item at the FGB Meetings.	Clerk to Governors to add to list for FGB Meetings.	Adherence to legislation.	Annually.
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	Annual updates.
To ensure that all policies consider the implications of disability access.	Consider during review of policies. Staff responsible to ensure that equality and disability is identified within each school policy.	Policies reflect current legislation	Annually as policies are reviewed by SLT and Governors.
To keep up-to-date regarding changes and recommendations regarding disability, equality and accessibility guidelines.	SLT to share updates from meetings and amend policies as required.	School is in line with statutory guidance and good practice.	Termly as updates are received.
To ensure that all parents who may have a disability can access school events and information.	School website to ask those who require it to speak to the school office about receiving large scale print for reports/newsletters etc.	All parents are able to fully engage with the life of the school. All communication can be accessed by all parents.	Website to be updated with this information.
Physical Environment			
Continually monitor the school grounds and buildings to ensure accessibility for all children and adults.	Audit of accessibility of school grounds and buildings to be undertaken as part of the Health and Safety Site Inspection and any actions arising implemented as budget allows or needs arise.	Any identified requirements will be implemented as soon as is reasonably possible with regard to budget.	Termly checks to be carried out with the Health and Safety Site Inspection. Annual review of building accessibility
Consider advice on accessibility linked to any	SENCO and Headteacher to ensure the needs of all new intake children are	All children can access the school	Annually in June/July and as required throughout

new pupils who may have a disability.	highlighted and taken into account before transition.	building.	the year.
Ensure that the fire bells are audible throughout school and that children, staff and visitors with hearing impairments can respond quickly to the alarm.	SSO to test the fire alarm weekly. Termly fire drills to ensure all can hear and respond to the fire alarm. PEEP's to be in place for any children or staff with known hearing impairments.	Fire alarm is clear and audible for all children and staff. Children and staff with hearing impairments can evacuate the building quickly and safely.	SSO to test fire alarm weekly. Termly fire drills to ensure procedures are in line with safety guidelines.
Consider known children and staff in school who may require help leaving the building in the event of any fire alarm activation.	PEEPs in place for children and staff who may require assistance leaving the building in the event of any fire alarm activation.	All children and staff are able to leave the building quickly and safely, along with their peers.	PEEP's to be reviewed annually or as required.
Curriculum			
To ensure any hearing or visually impaired child has full access to the curriculum.	New class teachers to access training if required. School to liaise with hearing/visual professionals and take advice.	Child can access learning in line with their peers. Class teacher is aware of needs and is able to provide an appropriate curriculum.	Training for staff, if required. Review as necessary.
Train staff to enable them to meet the needs of children with a range of special educational needs.	SENCO to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going – as required.
Medical			
Access training if a child presents with medical needs	School to ensure appropriate training is received by staff.	Procedures are clear and staff are confident in supporting children's medical needs.	On-going – as required.
Training for staff on anaphylaxis, epilepsy, diabetes and asthma.	School to ensure staff are trained appropriate to deal with anaphylaxis, epilepsy, diabetes and asthma.	Procedures are clear and staff are confident in supporting children's medical needs.	Annual update for all staff and specific training for individual staff as required.