



Ghyllside School Accessibility Pan 2025-2026

Rationale

At Ghyllside our vision is that our pupils will be equipped with the skills and attributes to live happy, fulfilling lives in whichever community/ies they choose as adults. This is expressed through our school vision:

Ghyllside School Vision and Values

‘For every child to fulfil their potential, leaving Ghyllside happy, confident and kind to all’

Our Mission: Ghyllside Primary School – Growing Hearts and Minds

Our Values: Inspiring Healthy Inclusive Nurturing Experiences

We recognise that to enable this to happen for **ALL** of our pupils we need to continually evaluate the accessibility of our environment and curriculum. This is the purpose of this plan.

Improvement Priority	Tasks or Activities	Success Criteria	Monitoring Strategy	Requirements/ Costings	Timing	Responsibility
Physical Access	Ensure all main entrances are wheelchair accessible	Ramps, doors and paths are in place.	Site supervisor and Headteacher to liaise with Premises sub-group	As yet unknown	September 2025	HT/SENCO

	Assess the toilets, cloakrooms and changing facilities with regard to the needs of pupils, staff, parents, governors and visitors to ensure that present provision is sufficient for needs	Audit undertaken and recommendations made.	Audit toilet/cloakroom/changing facilities including shower for users. Draw up recommendations for future improvements. Check that toilet provision is considered when any structural alterations are planned.	As yet unknown	September 2025	HT/SENCO
	Ensure furniture layout allows free movement	Furniture/equipment meets the needs of users.	When new furniture and equipment is bought, check that it is appropriate	As yet unknown	Ongoing	SENCO/Class teachers
	Ensure safe evacuation for all	Develop and test personal emergency evacuation plans for all disabled pupils and visitors	Plan and test during Fire Alarm practices.	As yet unknown	Ongoing	Site Supervisor/HT/SENCO
Curriculum Access	Ensure all teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Raised confidence of staff teaching children with SEND.	Audit all children with SEN and cross reference with staff expertise. Organise staff training as needed.	As yet unknown	Ongoing	SENCO
	Ensure all classrooms are optimally organised for pupils with a disability.	Furniture suitably arranged.	Check classrooms e.g. space between tables, quality of screens, screen glare etc.	As yet unknown	Ongoing	HT/SENCO
	Ensure lessons provide opportunities for all pupils to achieve e.g. are adapted.	Adaptations in evidence. Adaptations in plans in evidence.	Monitor plans. Check IEPs Lesson observations	As yet unknown	Ongoing	SLT
	Ensure all pupils are encouraged to take part in music, drama and physical activities.	All children participate in all areas as appropriate.	Access external advice to enable all children to access the curriculum. Prioritise SEND pupils for extra-curricular clubs.	As yet unknown	Ongoing	Curriculum co-ordinators SLT SENCO
	Ensure staff recognise and plan for the additional time and effort needed by some pupils with a disability.	Confident staff in relation to children in their class with SEND.	Access external advice where needed. Use fatigue management plans where directed. Share information about relevant children at transition meetings.	As yet unknown	Ongoing	Class teachers SENCO
	Ensure that pupils with a disability who cannot participate in particular activities are given alternative experiences e.g. adapted exercises in PE/sport.	Confident staff in relation to children in their class with SEND.	Staff to share information about children at Summer Term Transition Progress Meeting. Sports Coach to have access to relevant SEND information. Support given to staff by SENCO as needed.	As yet unknown	Ongoing.	Class teachers SENCO
	Ensure that suitable ICT and electronic equipment is available for pupils with a disability.	Equipment is in place	Audit equipment in relation to children with specific needs and make purchases as necessary.	As yet unknown	Ongoing.	ICT Technician SENCO
	Ensure that school visits are accessible to all pupils, regardless of attainment or impairment.	All pupils go on visits.	Gain advice from specialist teachers as needed. Make adjustments so that pupils can participate.	As yet unknown	Ongoing.	Class teachers HT SENCO
	Ensure all staff have high expectations for all pupils.	SEND children make good progress.	Support from SENCO with regards to expected progress for specific pupils.	As yet unknown	Ongoing	SENCO
	Ensure all staff strive to remove barriers to learning and participation.	All children participate in all activities.	Support from SENCO and subject co-ordinators with regards to helping class teachers with inclusion.	As yet unknown	Ongoing	Senco Subject Co-ordinators
Access to information	Ensure staff are familiar with technology and practices to assist pupils, parents and carers with disabilities e.g. positioning when talking to a hearing impaired learner.	All stakeholders feel their needs are met.	Raise awareness with staff as needed.	As yet unknown	Ongoing	SENCO SLT
	Ensure all written communication follows an agreed house style using an appropriate font and size.	Stakeholders are happy with the formats.	Accessible format Awareness of suitable font/cursive script and size.	As yet unknown	Ongoing	HT

	Ensure that both in lessons and parents meetings, information is presented in a user-friendly way e.g by reading aloud, using overhead projectors/visualisers etc	Stakeholders feel information is presented appropriately.	Staff are made aware of formats which are not suitable for specific children. Parents are encouraged to let school know if there is a concern.	As yet unknown	Ongoing	SENCO Classteachers
	Ensure that the school website is clear, easy to navigate, appropriate font size is used and it is compatible with electronic devices.	Stakeholders are happy with the website and can access it easily on their devices.	Get feedback on the website. Check compatibility.	As yet unknown	Ongoing	SLT ICT Technician