

**Glebe House School Accessibility Plan**

Glebe House School is located in 12 acres of grounds on the edge of the town of Hunstanton. The site is located on the A149, approximately 16 from King’s Lynn. School facilities are housed in a few buildings of diverse character and age. The main school building is two linked carrstone 3 storey buildings. The Junior Building is of more modern construction (1991) on two floors. The other principal area includes the Nursery, the Hall and the Music Department.

The original Accessibility Plan which was drawn up in consultation with school governors and staff of the school covered the period from December 2006 – January 2010, but was updated ahead of schedule in the light of a planned admission to Reception of a boy with Cerebral Palsy in September 2009. This pupil remained with us for two years, leaving in July 2011 to attend Churchill Park in King’s Lynn, which offers additional support for his needs. During his time with us a number of changes were made in discussion with the pupil’s parents and the local authority support team. These included:

* 1:1 Teaching Assistant support
* The purchase of two child specific chairs – one for his classroom and one for the dining room
* Creation of a personalised work station within the classroom
* Consideration given to mobility issues throughout the school
* Improved hand rails in various parts of the school

We now have a pupil with Achondroplasia and as a result her needs have been taken into consideration, particularly in ensuring that what she needs around the school is within reach. Small footstools have been provided and she has trip trap chairs in the most rooms to ensure her frame is supported and protected.

The plan has been further reviewed in the light of the Equality Act 2010

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The three main themes are:

a) increase the extent to which disabled pupils (including those with special educational needs) can participate in the school’s curriculum;

(b) improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;

(c) improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

**The School Curriculum**

Pupils are assessed on entry to ensure that, with reasonable adjustments, we can cater for their needs and this includes academic support through group or 1:1 lessons where needed and examination support eg a scribe. As pupils move through the school staff will often recommend assessment. Within the SEND department we have sought to provide such aids as would benefit pupils who have disabilities and we are committed to supporting any future pupils according to their needs.

**Information**

Currently we would seek to assist pupils by providing staff and/or pupils guides who can do such functions as note taking or help with moving around school.

**Physical Environment**

The Main building

The school recognizes the difficulties inherent in making any changes to this building. The majority of the classrooms are only accessible via stairs and hence we have looked at ways of finding alternative accommodation on a temporary basis should a pupil already on the school roll become restricted in movement through illness or accident.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

Attached are action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

**Actions resulting from the previous plan**

Greater understanding of the needs of a physically disabled pupil, which would allow us to support future pupils

Understanding that the needs of such pupils will vary considerably and that consultation with all concerned will make for the best possible support for that pupil

Provision of a Boys’ Disabled toilet

Ramps provided for key locations

Hand rails to provide ease of movement around school

Improved layout in the Reception Classroom

New door to Boys’ Changing Room fitted to provide access from outside and hence avoid awkward stairs

Ramp added to Junior building to ease wheelchair access

Links with specialist services to support future pupils

**Future actions**

Respond as necessary to specific needs.

Investigation of means of improving access to the dining room

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| **Author** | **Governors & the Head Master** |
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| Review Frequency | Annual , as necessary |
| Latest reviews with changes made | Sept 2009, August 2014, July 2016 Sep 2022 |
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| References |  |