



# ACCESSIBILITY PLAN 2021-2024

## Introduction

This plan sets out the proposals of the Governing Body of Pitton CE Primary School to increase access to education for pupils with disabilities. The Accessibility Plan is listed by the Department for Education as a statutory document, which must be published on the school website. The Plan must be reviewed every three years and approved by the Governing Body.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities. (Equality Act 2010)

At Pitton CE (VA) Primary School we aim to create an **inclusive** and **nurturing** environment which maximises the potential of every individual within the school community to have access to the school's facilities. Our Accessibility Plan covers the three areas required by the planning duties in the Disability Discrimination Act (2001). These are:

- **Increasing the extent to which pupils with a disability can participate in the curriculum.**  
This includes teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- **Improving the physical environment of schools to increase the extent to which pupils with a disability can take advantage of their education and associated services.**  
This includes improvements to the physical environment of the school and physical aids to access education.
- **Improving the delivery of written information to pupils, staff, parents and visitors with disabilities.**  
Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

## Audit of recent and current activity/provision:

### 1. CURRICULUM

- We liaise with our feeder pre-schools to gather information about our pupil intake, to facilitate advanced planning
- Our curriculum is differentiated by task and outcome
- We liaise with external services and agencies (physical, sensory, learning, behaviour, medical)

- We ensure that detailed pupil information is given to all staff
- We deploy our teaching assistants to cover a mix of curriculum needs
- We make special arrangements for SATs (extra time applied for, use of amanuensis)
- We provide specialist resources to support specific needs (software, colour keyboards, colour overlays, scissors, writing slopes, sensory wobble cushions, privacy screens, ear defenders, talk-recorders, dyslexia-friendly texts, specialist headphones, visual timetables)
- We organise meetings and drop-in sessions for parents and SEN surgeries for staff
- We involve pupils in target setting and the drafting of My Support Plans
- We have received SEN training from professionals who support learning and give pastoral and inclusion support

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles of the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **2. PHYSICAL**

- Disabled parking space at front door; disabled toilet.
- Wheel chair access via ramp and side entrance to school.
- Classrooms have blinds to improve acoustics and blackout.
- Hall has blinds and acoustic tiles to improve acoustics.
- Some specialist accommodation for 1:1 and small group work.
- Wheelchair access to all external areas. - Audible fire alarm.

## **3. INFORMATION**

- All key school documents for pupils and parents (prospectus, handbook, letters, policies, curriculum etc) are available in hard copy and on the school website.
- We are ensuring that we are compliant with the new GDPR regulations which came into place in May 2018.

### A) CURRICULUM ACCESSIBILITY: Targets

TARGETS	STRATEGIES	RESPONSIBILITIES	TIMESCALE	SUCCESS CRITERIA
Continue training for teachers and support staff on different aspects of SEN, including differentiation when required.	Review the needs of children with specific issues, provide all relevant training, e.g. relating to ASD, sensory awareness, dyslexia, Down Syndrome	Headteacher and SENDCo	Ongoing	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases.	Class teachers	Ongoing	Smooth transition between lessons, with adjustments and strategies in place to accommodate the needs of individual pupils.
Increased IT support for pupils to record their work verbally and in writing	Resources: 'Talking Tins', iPads, Clicker software etc.	Class teachers, SENDCo	Ongoing	Individual pupils with writing difficulties have strategies to record their ideas/work
Access arrangements to meet individual's needs when taking tests etc will be applied and support provided when required.	Ensure appropriate testing and reports are provided in order to apply for access arrangements (enlarged print, additional time, use of scribes).	Headteacher and SENDCo	Annually, in February/March	All pupils will have their needs met, and any barriers to achieving their full potential will be removed.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review the out-of-school provision (after-school clubs, educational visits, residential visits) to ensure compliance with legislation.		Ongoing	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.

## B) PHYSICAL ACCESSIBILITY: Targets

TARGETS	STRATEGIES	RESPONSIBILITIES	TIMESCALE	SUCCESS CRITERIA
<p>Ensure that all areas of school building and grounds are accessible for all children and adults to continue to improve the access of the physical environment for all.</p>	<p>Audit accessibility of school buildings and grounds. Governors' Premises Committee to check accessibility and produce action plan if required.</p> <p>Create access plans and Personal Emergency Evacuation Plans (PEEPs) for individual pupils with disabilities, as part of the My Support Plan process</p>	<p>Headteacher and Governors' Premises Committee</p> <p>Headteacher/SENDCo and class teachers</p>	<p>Ongoing</p> <p>Annually and reviewed as required</p>	<p>Any modifications will be made to the school building and grounds that are needed to facilitate ease of access to all.</p> <p>My Support Plans, access plans and PEEPs in place for pupils with disabilities</p>
<p>Ensure any proposed 'new build' project is physically accessible for everyone.</p>	<p>Project manager appointed will ensure compliance with building regulations regarding accessibility.</p>	<p>Headteacher and Governors' Premises Committee, Diocesan Surveyor</p>	<p>As required</p>	<p>Any new construction will be fully accessible.</p>
<p>Improve safety of steps from playground into building</p>	<p>Yellow paint edging</p>	<p>Handyman</p>	<p>Urgent</p>	<p>Steps to back door and hall fire-exit safer, edges more visible.</p>

### C) PROVISION OF INFORMATION: Targets

TARGETS	STRATEGIES	RESPONSIBILITIES	TIMESCALE	SUCCESS CRITERIA
<p>Make available school brochures, school newsletters and other information for parents/carers in alternative formats.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p>	<p>Clerical Officer</p>	<p>Ongoing</p>	<p>The school will provide written information in different formats when required for individual purposes. All information published on school website.</p>
<p>Ensure staff are familiar with strategies, methods and technologies developed to assist pupils with disabilities</p>	<p>Advice from sensory service and language support service.</p> <p>Training in and use of a range of strategies, e.g. multi-sensory, visual timetables, Makaton, colour keyboards, Clicker 6 for reading and writing support</p>	<p>SENDCo</p> <p>SENDCo and class teachers</p>	<p>Ongoing, linked to the needs of individual pupils</p>	<p>My Support Plans in place and all strategies being implemented for pupils with disabilities</p>
<p>EHC Plan annual review information to be as accessible as possible for pupils and parents</p>	<p>Develop and maintain pupil-friendly My Support Plans</p>	<p>SENDCo</p>		<p>Pupil understanding of and involvement in the EHC Plan annual review process</p>

## **SUPPORTING/LINKED POLICIES**

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Single Equality Policy and Equality Information
- Special Educational Needs Policy
- Curriculum Policies
- Health and Safety Policy
- Behaviour Policy
- School Improvement and Development Plan

## **CONSULTATION AND IMPLEMENTATION OF THE ACCESSIBILITY PLAN**

Every three years, we issue a new draft plan for all staff and governors to comment.

We bring the main items of the plan to the pupils' House Parliament meeting for discussion.

We ensure the full Accessibility Plan is available on request in a variety of formats (large print and electronic).

We Implement the Accessibility Plan by allocating adequate resources in our annual and longer term financial planning.

## **EVALUATING THE PLAN**

We consider the following questions in our annual review and three-yearly renewal of the Accessibility Plan:

- Is there greater satisfaction of pupils with disabilities and their parents with the provision made for them?
- Is there evidence of the greater involvement of disabled pupils in the full life of the school?
- Are there observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs?
- Do we monitor the main curriculum areas to ensure the full participation of pupils with disabilities?
- Is there a progressive improvement to the physical environment of the school
- Is information for pupils, parents, staff and governors available in a range of formats, where necessary?

## **ENSURING THE FUTURE OF THE ACCESSIBILITY PLAN**

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated services.

### **ACCESSIBILITY PLAN 2021-24**

**Reviewed:** Every 3 Years

**Reviewed by:** FGB

**Ratified:** July 2021

**Next Review:** July 2024

**Filed:** PITTON POLICIES 2014/Other Statutory Documents