



## Accessibility Policy and Plan 2022 - 25

*Be kind, work hard and never give up.*

Policy Reviewed and Adopted by Board of Directors:	Autumn Term 2024
Date of Next Review:	Autumn Term 2025
Responsible Officer:	Headteacher

## Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools have to carry out accessibility planning for disabled pupils. Our school's accessibility plans are aimed at: Increasing the extent to which disabled pupils can participate in the curriculum, Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and Improving the availability of accessible information to disabled pupils

Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increase access to the **curriculum** for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children. This covers 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 **aids and equipment**, which may assist these children/students in accessing the curriculum.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Improve the delivery of **written information** to children, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

*'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'*

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

## The purpose and direction of the school's plan: vision and values

At Pentland Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Pentland promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to providing a fully accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

### **Access Audit**

The school is a single storey building with wide corridors and several access points from outside. All areas are all on the ground floor which wide door access to all rooms. The halls are on the ground floor and accessible to all. On-site car parking for staff and visitor includes three dedicated disabled parking bay. All entrances to the school are either flat or ramped and the main door has a wide door fitted. The main entrance features a secure lobby. There are disabled toilet facilities available next to the Headteacher's office, fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

### **Information from pupil data**

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in reception or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

We currently have children with the following:

- Communication and interaction
- Social emotional mental health
- Cognition and learning
- Physical and sensory

### **Views of those consulted during the development of the plan**

We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires.

We meet parents formally each term to discuss the progress of children academically and socially. Parents are also offered the opportunity, half termly, to come into school to look at books and speak to staff.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

This policy is monitored by the Local Advisory Board and will be reviewed every year for 4 years, or before if necessary. It will be re-written at least every 4 years.

## **Aims and Objectives Our Aims are**

1. To increase the extent to which pupils with a disability can participate in the curriculum
2. To improve and maintain access to the physical environment
3. To improve the delivery of written information to pupils, family members and the wider community

### **Current good practice**

#### **Aim: Increase the extent to which pupils with a disability can participate in the curriculum**

We aim to remove any barriers which may prevent pupils with a disability from accessing the curriculum as fully as their peers. There can be challenges and barriers which could mean disabled pupils have limited or no access to some areas of the curriculum, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils for example: bullying, peer relationships, policies on the administration of medicines, the prevention of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. In our school, all disabled pupils currently have access to all areas of the curriculum (with adaptations as and when necessary, for example a partially sighted pupil in KS2 has one to one support during all PE lessons or time during free play on large apparatus, to ensure their safety and wellbeing)

#### **Current good practice:**

- Our curriculum and assemblies celebrate difference
- We use tailored resources e.g. pencil grips, visual timetables, wobble stools, fidget toys, motor-skills programs and a number of therapy programs to support identified pupils
- We differentiate the curriculum to meet the needs of all pupils
- Staff are trained to help meet a range of specific needs e.g. ASD, speech and language, Makaton
- Identified pupils have individual outcomes which challenge and meet their needs
- Staff adapt and modify their teaching to meet the needs of all pupils
- Staff regularly communicate with parents to discuss needs and provision
- Curriculum progress is tracked for all pupils, including those with a disability
- All children are given equal access to a wide range of curriculum activities which are planned to meet a range of needs e.g. visits, visitors, themed days/week

#### **Aim: To improve and maintain access to the physical environment**

We aim to meet the needs of pupils with a disability with regards to accessing the school environment as much as possible. Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment.

#### **Current good practice:**

- We seek advice from professionals when needed to support us in adapting the physical environment e.g. Stockton Visual Impairment Team
- We have made adaptations to meet the needs of pupils including: Disabled parking bay, Disabled toilet

#### **Aim: Improve the availability of readily accessible information to pupils with a disability**

We aim to use a range of communication methods to make information accessible to all pupils. Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. We offer a range of different formats available for disabled pupils, parents and staff (should this be requested or if we are aware of a disability that might require this)

**Current good practice:**

- Visual timetables
- Internal signage
- Assemblies address different needs and promotes acceptance
- Large print resources
- Pictorial or symbolic representations
- We have an open door policy so staff are available to talk to parents promptly when necessary

## Aim One

To increase the extent to which pupils with a disability can participate in the curriculum

Targets	Strategies	Responsibilities	Outcomes	Monitoring
<p>To make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities.</p> <p>Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate- begin to use SEND paperwork to support this.</p>	<p>Teachers to understand individual children and adapt the curriculum accordingly.</p> <p>SENCO to work with class teachers at least termly</p> <p>To use of visual timetables</p> <p>To support children using a range of resources</p>	Class Teacher	<p>Children with disabilities are able to participate fully in all aspects of the curriculum.</p> <p>The use of various strategies ensure children can fully participate and make the appropriate progress.</p>	<p>Head teacher</p> <p>SENCO through review of provision.</p>
<p>To review attainment of all SEN pupils to ensure they make progress and achieve their targets.</p>	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Analysis of Data</p> <p>Regular SEND meetings with parents to review SEND support plans and next steps.</p>	<p>SENCO</p> <p>Class teachers</p>	<p>To ensure children are making progress towards their agreed target.</p>	<p>Head teacher during Pupil Progress meetings</p> <p>SENCO</p>
<p>To take account of variety of learning styles when teaching within the Curriculum, the school aims to provide full access to all aspects of the curriculum.</p>	<p>Use of visual timetables across the whole school</p> <p>Implementation of any external advice to ensure children make progress</p>	SENCo	<p>Ensure the children make progress by adapting teaching to meet the needs.</p>	<p>Senior Leadership Team</p> <p>SENCo</p>
<p>Ensure that staff are appropriately trained in meeting the needs of children with disabilities</p>	<p>External advice and support</p> <p>Training for all staff</p> <p>Monitoring to implement the training</p>	<p>Head teacher</p> <p>SENCo</p>	<p>Staff are confident in supporting children with disabilities which impacts on their progress.</p>	<p>Senior Leadership Team</p>

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

Targets	Strategies	Person Responsible	Outcomes	Monitoring
To ensure classroom environment support pupils with sensory needs and ASD.	Where needed, sensory or calm areas for children  Discussion on areas for children to use when overstimulated  Implement Advice from professionals	SENCo  Class teachers	The school have a range of resources including calm areas to meet the needs of children	SENCo will monitoring as part of SEND review  Learning Walks
To develop playground and equipment to support all pupils.	Playground equipment available for all pupils	PE co-ordinator, Lunchtime Staff, Class teachers, Support Staff	Children happy and engaged in purposeful activity over lunchtimes	Observations
To continue up-skilling members of staff to have a working knowledge of multi-agency support available for all pupils.	Ongoing audit of current skills of all staff in relation to support services they can offer pupils.  Training is organised for staff	SENCo  Head teacher	Due to training, the children are able to make progress as their needs are met by all staff.	SENCo  Senior Team      Leadership

**Aim 3: To improve the delivery of written information to pupils, family members and the wider community**

Aim	Strategies	Person Responsible	Success Criteria	Monitoring
To review information to parents/carers to ensure it is accessible	<p>Consult parents/carers about access needs when child is admitted to school</p> <p>Review all letters home to check that they are written in plain English</p> <p>Produce newsletter in alternative formats e.g. large print, Braille according to need</p>	<p>Head teacher</p> <p>SENCO</p>	Parents are able to access all information the school provides.	<p>SENCo review meetings</p> <p>Parent Questionnaires</p>
To make available any written material in alternative formats	All staff and parents aware of services available for requesting information in alternative formats.	<p>Head teacher</p> <p>SENCO</p>	Parents are able to access all information the school provides.	<p>SENCo review meetings</p> <p>Parent questionnaires</p>
To make available school brochures, newsletters and other information for parents in alternative formats	Review current school brochure and promote the availability in different formats for those that require it. – new prospectus	<p>Head teacher</p> <p>SENCO</p>	Parents are able to access all information the school provides.	<p>SENCo review meetings</p> <p>Parent questionnaires</p>
To make visual timetables and resources available in each class to support learning and language development.	Use of visual timetable	<p>Head teacher</p> <p>SENCO</p>	Children are successful in participating in all elements of the school day.	<p>SENCo</p> <p>Senior Leadership Team</p>