West Pennard C of E Primary School

Accessibility Policy & Plan 2021-2024

March 2021

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Chair of Governors

Ratified by: ....
Chair of Governors

Date: ....

Review date:

March 2024

WEST PENNARD C OF E PRIMARY SCHOOL

ACCESSIBILITY POLICY & PLAN

2021-2024

Legal requirement

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan 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
- Improving the availability of accessible information to disabled pupils

Definition of Disability

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.

Aims

The purpose of this plan is to show how West Pennard C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils. West Pennard C of E Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, whenever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and outside agencies in order to minimise or remove any potential barriers to learning. Our aim is for all pupils to learn, achieve and participate fully in school life.

- 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.

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 pupils in accessing the curriculum.

- Improve 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 time frame.

Attached is an Accessibility Action Plan, relating to these key aspects of accessibility. This plan will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

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

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
- Equality Statement and Objectives
- Health & Safety (including off-site safety)
- SEND Policy (including administering medicines)
- Behaviour and anti-bullying Policy
- School Development Plan
- School Prospectus and School Aims

Accessibility Plan 2021-2024

Improving access to the physical environment:

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that where possible, the school buildings and grounds are accessible for all children and adults, including suitable wheelchair access.	Ensure that all access points are clearly signed. Ramps to access all classes without steps.	On going	TW Governors	All stakeholders are aware of how to access each building
Effective learning environment for children with hearing difficulties	Carpet in all classrooms. Use of hearing loops / equipment in classrooms to support with hearing impairments. Take advice from Hearing Support Services or PIMS when necessary.	Equipment when required.	TW/SENCo	Effective learning environment throughout the school for children with hearing difficulties
Ensure that all doors have fire exit signs on where needed	Regularly audit fire signs and replace where needed.	April 2021	TW/LW	Fire safety compliant
Disabled fire evacuation	Put a Personal Emergency Evacuation Plan in place for all children with disabilities /needs that require this.	On going	SENCo & class teacher	All disabled children and staff working with them are confident in the event of fire
School is aware of the access needs of disabled children.	Create access plans for disabled children.	On going	SENCo and class teacher	Individual plans in place for all disabled children and all staff aware of all pupils' access needs.
Repaint classroom doorways in contrasting colours with wall/woodwork.	When classes are painted under routine and maintenance, include contrasting colours.	On going	TW / Caretaker	Classes accessible for visually impaired pupils.
Maintain safe access for visually impaired children and adults	Health and Safety Audit walks. Ensure yellow tape / paint is used for potential hazards (steps).	On-going	TW/ H&S Governor / Caretaker	Hazards clearly signalled.

Improve area to the side of the SEND cabin and make more accessible to all. Consider a sensory garden.	Costs collected and arrangements to make area into a sensory garden.	Summer 2021	AP	All children to have access to a sensory garden/experience. Improve look of area/site and additional activity at break times.

Improving access to the curriculum:

Targets	Actions	Timescale	Responsibility	Outcomes
Improve access across the curriculum in all subjects for disabled pupils.	Audit by class teacher & SENCo of requirements	Summer 2021	All Staff	Equal learning opportunities for all children
Staff to have epipen training & first aid training.	Access NHS courses Regular First Aid training for relevant staff	First Aid training Sept 2020	All Staff	All staff confident to support children with medical needs
For all classes to maintain a Dyslexic Friendly style of teaching,	Audit of classrooms of IDFS status meeting all standards. Purchase age appropriate dictionaries and phonic mats for all classes.	Summer 2021	LC/all staff	Children with Dyslexia are supported in their learning and able to access the curriculum.
For children to have access to a wider range of maths equipment, which is easily accessible.	Audit of current maths equipment. Purchase more of equipment needed. Equipment placed in classrooms which children can easily access independently, including clear labelling.	Summer 2021	JM/TW/LC	Children are supported in their mathematical understanding using concrete equipment and can access this independently to promote independent learning.
To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCo to review the needs of the children and provide training as needed.	On-going	LC	Staff are equipped to enable all children to access the curriculum.

All trips and visits need to be accessible to all pupils	Ensure venue and means of transport are vetted for suitability. Risk assessments carried out for visits and trips.	On-going	Class teacher/TW	All pupils can participate in trips and visits.
Remote Learning to be set up and ready for children to use during times when needed / national lockdown. To have prior experience to it via homework opportunities or in class learning.	Ensure all children are able to access home learning. Set up Google Classroom / passwords etc. Staff (Y1-6) to use as main source of access to teach/set work/give feedback to work handed in. Identify what children need support with access to a chromebook.	Autumn Term 2020 set up	TW/all staff	Limited disruption to children's education and also children with SEND able to access. Inclusive for all.
Improved access and speed to internet within school. Positive impact with all children (and staff).	To have faster internet – explore options of faster connect / cables and providers.	Summer 2021	TW	Smooth connection with no internet cutting out or being overloaded and slow when many devices are accessing it at the same time. Education not hampered.

Improving access to information:

Targets	Actions	Timescale	Responsibility	Outcomes
Review how information is shared with parents/carers	Consult with pupils, parents & carers. This will include parent meetings with the Headteacher for their view, SENCo to meet with parents to review SEND information (information report).	Summer 2021	TW/LC	Effective communication with all stakeholders.

	Annual parental questionnaire later during the year.			
Ensure that written information is available in a range of formats	Seek assistance from visual impairment services & Learning support when needed. Paper copies available of school letters/newsletters if requested.	Summer 2021	TW/LC	Access for all
Consider replacement of signs to include other languages/braille/visual symbols	Seek assistance from visual impairment services & Learning support when necessary	Summer 2021	TW/LC	Access for all
Clear signage used around the school site	Clear signs to the school office from across the playground. Clear signs to classrooms.	Summer 21	TW	Pupils and visitors can navigate around the school site.
Improve children's access to information through using readily available access to technology.	Consider purchasing some further Chromebooks for each class, technology to support with writing (Clicker8/laptop), promoting use of talking tins. Also support within online systems – Immersive Reader with online word docs etc.	Autumn 20/Spring 21	TW/LC	Use of technology to develop learning opportunities and independent learning.