



## **Pensilva Primary School Accessibility Plan 2023-2025**

<b>Date of Adoption</b>	
<b>Review Date</b>	Spring 2026

### **Chronology**

<b>Date</b>	<b>Action</b>
July 22	Draft Policy written by TC (headteacher)
09/05/23	Policy reviewed and amended by MD (headteacher)
24/05/23	Approved by Full Governing Body

**Signed:**

## **Accessibility Plan**

An accessibility plan must show how school access is provided for pupils, staff and visitors with disabilities. It must anticipate the need to make reasonable adjustments wherever practicable.

## **Purpose of Plan**

The purpose of this plan is to show how our educational setting provides accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

## **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.

## **Key Aims**

To ensure pupils with a disability have: - total access to our setting's environment, curriculum and information and - full participation in the school community.

## **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
  - In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Action	Timescale	Person Responsible	Success Criteria
<b>Access To The Curriculum</b>				
Develop range of learning resources that are accessible for students with different disabilities	Advice from outside agencies.  Consider and review current needs	Annual audit of resources  Termly audit linked to individual children's APDR cycles.	Headteacher SENCO  Class teacher	Children with disability have adapted resources within lessons.  Where this is not possible, additional adult support put in place.
Teachers develop their knowledge of different teaching and learning styles. Identify suitable professional development opportunities	Advice from outside agencies.  Staff training lead by external agencies  Share good practice and strategies	Rolling programme of training delivered during staff training sessions.	Headteacher  SENCO	Teaching using a variety of teaching and learning strategies linked to training in evident in lesson observations.  Children with disabilities to make progress which is at least in line with others.
Disability Equality issues are incorporated into PSHE curriculum	Review policy and ensure updated information is incorporated	Annually in the Autumn term, or in response to pertinent updates	Headteacher PSHE Lead	Pupils demonstrate an understanding of disability issues.
Ensure support staff have specific training on disability issues	Staff training led by external agencies  Peer coaching between members of staff	Termly linked to individual pupil's APDR cycles.  More frequent following key updates/advice.	Headteacher, SENCO	Staff are aware of individual needs of children.
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Whole school staff awareness sessions led by Headteacher  Weekly staff/TA meetings to include updates where appropriate	Annually at the start of the Autumn term.  Half termly updates, more frequent following updates.	Headteacher  SENCO	Staff are aware of individual needs of children.

	<p>Assess Plan Do Review in place for children with disabilities which are shared with staff.</p> <p>Individual risk assessments/plans in place and shared with staff.</p> <p>Signage in staff room</p>			
<p>School visits and trips need to be accessible to all pupils</p>	<p>Staff to ensure suitability of transport and venues prior to the visit, including seeking accessibility information and risk assessment.</p> <p>Liaising with parents regarding specific needs off site.</p>	<p>Completed for every trip or off site activity</p>	<p>Visit leader Education Visits Co-ordinator</p>	<p>All children able to partake in a range of visits and trips</p>
<p>Review PE curriculum to ensure PE is accessible to all pupils</p>	<p>Modified planning prepared by PE advanced skills teacher</p> <p>Alternative sports offered as part of school's PE offer</p> <p>Adapted equipment to be purchased where appropriate</p> <p>Use of TA support to make activities accessible where required.</p>	<p>Reviewed annually</p>	<p>PE Lead</p>	<p>All children to participate in PE lessons. TA support to facilitate this where necessary.</p>
<p>Review curriculum areas and planning to include disability issues</p>	<p>Ongoing monitoring of the curriculum by subject leads.</p> <p>Curriculum to respond to local, national and international issues.</p> <p>Disability issues discussed as part of PSHE curriculum, including lessons and assemblies.</p>	<p>Rolling programme of subject monitoring identified by headteacher.</p>	<p>Headteacher Subject Leads</p>	<p>Introduction of disability issues into curriculum area.</p>

	External visitors to promote disability issues.			
Ensure disabled children can take part equally in lunchtime and after school activities	<p>Range of lunchtime and after school activities planned.</p> <p>Individual accessibility plans in place to include children.</p> <p>Activities modified for specific children by liaising with SENCO, headteacher and external agencies.</p>		<p>Headteacher</p> <p>SENCO</p>	All children feel able to participate in lunchtime and after school activities.

### Access To the Physical Environment

To be aware of disability needs of children, staff and visitors.	<p>Create access plans for individuals with disabilities.</p> <p>Discussions with parents and carers regarding access issues.</p> <p>Ensure that all teaching and meeting areas are accessible to those with disabilities.</p>	Ongoing process	<p>Headteacher/H&amp;S lead</p> <p>H&amp;S governors</p>	Pupils and adults have full access to areas of the school
Maintain safe site access for those with disabilities	<p>Ensure disabled parking space is clearly marked.</p> <p>Ensure ramp access remains in good condition and free of any obstructions.</p>	Ongoing process	<p>Site supervisor</p> <p>Headteacher/H&amp;S lead</p> <p>H&amp;S governors</p>	Pupils and adults have full access to areas of the school
Evacuation plan in place to disabled children, staff and visitors.	<p>Personal evacuation plan in place for all pupils and staff with a disability.</p> <p>Plan for evacuation of disabled visitors by nominating key member of staff to assist with evacuation.</p>	Reviewed annually	Headteacher	<p>All pupils, staff and visitors evacuated in a safe and timely manner in the event of an alarm.</p> <p>Procedures to be tested termly in line with evacuation procedures.</p>

	Ensure that fire exits are regularly maintained and are free from obstructions.			
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### Improving Access To Information

Make information accessible to pupils and cares via the school website.		On going	Admin staff Headteacher	Information freely available on website.
Make information available in alternative formats where requested e.g. large print, audio recordings	Discussions with parents during parent/teacher and induction meetings.  Admin staff to keep record of parental requests.	As required	Headteacher	Alternative formats made available when requested.