



Accessibility Plan 2019-2022

Date adopted: 2 April 2019

Signed by Chair of Governors: DW Bavaird

Signed by Headteacher: Rachel Butler

Date of review: Sept 2022

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1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Percy Main Primary 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.

1) The Percy Main Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document may be used to advise other school planning documents and policies if relevant. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Percy Main Primary School is 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 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.

4) The Percy Main Primary School Accessibility Plan shows how access is to be

improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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;
- Improve and maintain 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 within a reasonable timeframe;
- 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 timeframe.

5) The Percy Main Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy
- School Website

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by

the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be monitored through the Governor Finance and Resources Committee

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: DW Bavaird

Date: 2 April 2020

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and stakeholders

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability annually as part of the data collection process.

Physical Environment

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. The school continually works to improve the building and the outside environment for all pupils.

- A disabled toilet has been installed on the ground floor of the Key Stage 2 area of the building.
- A special raised shower has been fitted in the Nursery.
- A walk-in shower is available in the Key Stage 1 area.
- The school has undergone a wheel chair survey. No accessibility problems were highlighted in as far as gaining access to the building or making use of outdoor areas. However there is a problem in gaining access to Years 5 & 6 classrooms and the ICT Suite which are all located on the upper floor. Should the need arise locations of classrooms would be changed and a laptop, linked to the computer suite, would be provided for use in the classroom with the help of a teaching assistant.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, 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, e.g: *bullying, peer relationships, policies on the administration of medicines, the provision 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.

Information

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.

4. Access Audit

The KS2 section of the school is a two storey building with one access point from outside. Access to the Upper KS2 teaching areas and ICT suite are via stairs.

Door widths

KS2 - All doors in the KS2 curriculum areas have door access up to a width of 32" however some doors leading to non-curriculum areas are slightly narrower.

KS1 – Door access to Year 1 and Year 2 classes is slightly narrower than the recommended 32". Wheelchair users can access the Year 1 class externally however the present Year 2 classroom has no external access.

Foundation Stage – Both Nursery and Reception classes have door widths of 32" and are fully accessible for wheelchair use.

Halls - Both the KS1 and KS2 halls are on the ground floor and are accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available on the ground floor in the KS2 area.

The school has internal emergency signage and escape routes which are clearly marked.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

6. Action Plan

Aim 1 : To increase the extent to which disabled pupils can participate

	Targets	Strategies	Timescale	Responsibility	Success Criteria
SHORT TERM	To liaise with Nursery providers to review Sept potential intake	To identify pupils who may need additional to or different from provision for Sept intake	Sept	HT EYFS leader	Procedures/equipment / ideas set in place by Sept
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT All Teachers	Clear collaborative working approach.
	To establish close liaison with outside agencies for pupils with on going health needs; e.g. children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach.
	To ensure full access to the curriculum for all children.	Outside Play visits Employment of specialist advisory teachers CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of alternative/appropriate assessments (eg P levels) to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including training teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment 	Ongoing	Teachers SENCO Special school Ed Psych	Advice taken and strategies evident in classroom practice. ASD children supported and accessing curriculum.

		<ul style="list-style-type: none"> Specific equipment sourced from occupational therapy. 			
MEDIUM TERM	Targets	Strategies	Timescale	Responsibility	Success Criteria
	To finely review attainment of all SEN pupils	<p>SENCO/Class teacher meetings/Pupil progress.</p> <p>Scrutiny of assessment systems</p> <p>Regular liaison with parents</p>	Termly	<p>Class teacher</p> <p>SENCO</p>	Progress made towards IEP targets.
	To monitor attainment of Able, G & T pupils	<p>Policy and Able G & T list to be updated.</p> <p>Able G&T booster groups/activities</p> <p>Monitor Able G&T list</p>	<p>Ongoing</p> <p>Annually</p>	<p>Able G&T coordinator</p> <p>Class teachers</p>	<p>Able G&T children making proportionate progress.</p> <p>Achieving above average results.</p>
	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> Wheelchair access Screen magnifier software for the visually impaired Features such as sticky keys and filter keys to aid disabled users in using a keyboard Giving alternatives to enable disabled pupils to participate successfully in lessons Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multisensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
	Targets	Strategies	Timescale	Responsibility	Success Criteria
LONG	To evaluate and review the above short and medium term targets annually	See Above	Annually	SMT, Core curriculum coordinators	All children making good progress

				Governors	
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor/SEN CO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress.

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	Timescale	Responsibilities	Success Criteria
SHORT TERM	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and support staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IEP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs, and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	Teaching and support staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SBM	

				Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	<p>Whole school team</p> <p>With immediate effect to be constantly reviewed</p>	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To improve community links with the wider community	School to continue to have strong links with schools in North Tyneside Authority	Ongoing	<p>SMT</p> <p>All Staff</p>	<p>Improved awareness of disabilities/the wider community of North Tyneside and the world and their needs</p> <p>Improved community cohesion</p>
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole School Approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	<p>Communication with parents via safety messages/letters/walk to school week.</p> <p>Bikeability for Year 6 children</p>	Ongoing	<p>PSHE coordinator</p> <p>SMT</p>	No accidents

	To maintain accreditation of Healthy School Award and aim to achieve Enhance Healthy School Award	Continue to work towards Health Schools and Eco schools targets	2012/2013	PSHE / Healthy School Coordinator Whole School approach	Achievement of award
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Aim 3 : To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews	Ongoing	Class teacher SMT	Two way communication in place.
	To ensure all children with Autism Spectrum Disorders have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children	Ongoing	All staff to be aware	ASD children able to access curriculum.

	<p>To enable improved access to written information for pupils, parents and visitors.</p>	<ul style="list-style-type: none">• Investigate symbol software to support learners with reading difficulties.• Raising awareness of font size and page layouts will support pupils with visual impairments.• Auditing the school library to ensure the availability of large font and easy read texts will improve access.• Auditing signage around the school to ensure that is accessible to all is a valuable exercise.			
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	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> • Records passed up to each class teacher • End of year class teacher meetings • Annual reviews • IEP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board and school office. Info kept in separate file in school office. 	Annually	Class Teachers SSAs Outside Agencies	Each teacher/staff member aware of disabilities of children in their classes
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	In school record system to be reviewed and improved where necessary. (Records on SIMS/network/protected)	Record keeping system to be reviewed.	Continual review and improvement	Assessment coordinator/SMT	Effective communication of information about disabilities throughout school.