



## **Accessibility Plan 2024-2027**

**Date adopted: 27<sup>th</sup> February 2024**

**Signed by Chair of Governors: Mr D Baldwin**

**Signed by Headteacher: Mrs K Thompson**

**Date of review: February 2025**

**Date of renewal: February 2027**

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## Statement of intent

This plan outlines how Percy Main Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- EYFS Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admission Arrangements
- Behaviour Policy
- Medicines in School Policy
- Administering Medication in Schools Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing body, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### **3. The Accessibility Audit**

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Percy Main Primary School Accessibility Plan 2024 - 2027

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT / Senco	Termly meetings with parents/carers – Termly consultations SEND support plans / Annual Review meetings with SENCo Stay and Learn sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco / School nurse	Epipen training Intimate care policy Training from SALT, Language and Communication Team, SST and Sensory Support team Access to courses Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco / SLT	Strategic deployment of support staff/intervention staff Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker

Adaptations to the curriculum to meet the needs of individual learners	Senco Pastoral team	Pastoral support Timetable adaptations Individual physiotherapy/OT programmes/Speech and language therapy programmes Use of access arrangements for assessment/National tests	Occupational therapy/Sensory team/Physio as required	In place and ongoing	Needs of all learners met enabling positive outcomes
Improve educational experiences for visually impaired pupils	Senco	Consult Sensory Support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	Senco	Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole	SLT/Senco/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

range of pupils					
<b>2. Improving Physical Environment</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Provision of wheelchair accessible toilets	BB/PR	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	BB/PR	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	Ground floor of school will be fully accessible for wheelchair users
Maintain safe access around exterior of school	BB/PR	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	BB/PR	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school
<b>3 Improve the Delivery of Written Information</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Success Criteria</b>
Availability of written material in alternative	Office/ SLT/ Senco	Communications emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect	Contact details and cost of translation /	In place & ongoing	All parent/carers will be up to date and well informed of

formats		Key content published on school website Provide translated documents where appropriate	adaptation		school information
Introduce dual coding.	Senco	Maintain subscription to Widgit programme. Complete training to Widgit with school staff. Use dual coding within the environment and for pupil resources.	Subscription Printing signs/labels/resources	In place & ongoing	Staff feel confident using widgit Pupils can access information

- **Monitoring and review**

This plan will be monitored on an annual basis and reviewed on a three yearly basis by the governing body and headteacher. The next scheduled monitoring date for this plan is February 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.