

# Accessibility plan

## Palace Fields Primary School



**Approved by:**

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Palace Fields Primary School is a values driven school community with the expectation that everyone promotes our 5 core values of Ambition, Creativity, Ownership, Resilience and Nurture (ACORN) in order that we can continually outwork our motto of "learning and growing together". We are a fully inclusive school and the needs of our pupils include a range of difficulties, such as: Speech and Language, Dyslexia, Autism Spectrum Conditions, Attention Deficit Hyperactivity Disorder, Hearing Impairment, Visual Impairments, Emotional and Behavioural Difficulties and Moderate Learning Difficulties. We also have a Resource Base on site for pupils with complex cognition and learning needs.

At present, the school environment has been modified in the following ways:

- To allow physical access to each external exit.
- Disabled toilets, changing and showering facilities are accessible and available.
- Emergency and evacuation procedures are accessible to all at present, alarms are auditory and the assembly point is on the playground with ramp access.
- There are a number of spaces within the school for small group and individual work: Library, Thrive Room, Music Room and the intervention area.
- Furniture and equipment throughout the school is selected based on the size and needs of pupils. Where necessary this will be modified.
- All pupils are encouraged and supported to succeed in the full curriculum, which is differentiated to meet their needs. We believe all pupils should have the opportunity to access school visits and residential where possible and full risk assessments are completed.
- Access to information in the classroom is enabled through the use of visual cues e.g. visual timetables and the labelling of equipment and resources.
- We have a clear policy on the administration of medicines, with staff trained in Emergency First Aid and 'Epi-Pen' administration.
- There is a Medical Register, detailing medical needs to all pupils and those whose needs are most acute are clearly identified
- Epi-pens and inhalers are always taken on visits and trips out of school (see Asthma Policy)

- Multiple staff members have completed Epilepsy training and also PEG awareness training
- Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- Our SEN provision is overseen by a designated Special Educational Needs Co-ordinator (SENDCo).

This plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors. The school supports any available partnerships to further develop and implement the plan.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils and is underpinned by the use of McKie Mastery teaching; a highly effective approach for teaching and learning rooted in Metacognition. For Maths and English children are taught in ability groups where children are taught to their next steps. Resources are used across subjects and staff have an increasing understanding of concrete, pictorial and concrete resources.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum and our curriculum resources include examples of people with disabilities. This is also explored through our PSHE scheme called Jigsaw. Palace Fields Primary School uses The Thrive Approach to support pupils with Social,</p>	<p>To improve provision for pupils with SEND</p> <p>To improve the use of B squared to track children working significantly below age related expectations.</p> <p>To improve the</p>	<p>Audit of experience, training and confidence. From this the CPD needs of staff will be identified</p> <p>Staff training on B Squared</p> <p>Thrive assessments to be completed and updated regularly</p>	<p>GH</p> <p>VMc</p> <p>VMc/GH</p>	<p>September 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff confidence will increase</p> <p>Staff will have completed CPD training relevant to identified needs</p> <p>Staff will tailor lessons effectively to the needs of their learners</p> <p>Pupils with SEND will make good progress across the curriculum.</p> <p>All pupils requiring Thrive Support will be identified.</p> <p>Each class teacher will have a class Thrive plan tailored to their</p>

	<p>Emotional and Mental Health Difficulties to access the curriculum. Our Thrive practitioner is on site daily.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability through assessment weeks every nine weeks whereby next steps are identified and taught to. B Squared is also used to support the tracking of some pupils with Special Educational Needs (those working significantly below age-related expectations)</p> <p>From these assessments and the use of B Squared, targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils by our Curriculum Co-coordinator and includes both parent and pupil voice in order to establish a curriculum that is engaging and meets the needs of all learners so that we can learn and grow together.</p>	<p>attainment and participation of pupils with Social, Emotional and Mental Health Difficulties</p>	<p>Signpost parents to the available support through different agencies</p> <p>Family Support Worker to take on lunchtime supervision role to support with incidents arising at lunchtime which are then a barrier to afternoon learning</p>	<p>VMc</p>	<p>Ongoing</p>	<p>class and their needs</p> <p>Identified pupils will have individual Thrive plans and will receive 1:1 sessions</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width and access doors</li> </ul>	<p>To ensure the disabled parking bay is clearly marked</p> <p>To ensure the School environment remains</p>	<p>Parking bay to be remarked</p> <p>Health and safety audits</p>	<p>LC</p> <p>LW</p>	<p>September 2021</p> <p>Ongoing</p>	<p>All visitors to the school will be able to identify the disabled parking bay</p> <p>Palace Fields Primary School will remain an</p>

	<ul style="list-style-type: none"> <li>• Disabled parking bay</li> <li>• Disabled toilets and showering/changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	accessible				accessible physical environment for all
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations where required e.g. visual timetables</li> <li>• Task planners and success steps to break down learning to support processing information</li> </ul>	<p>To ensure all signage for fire exits are child friendly and accessible to pupils with visual impairments</p> <p>To improve the internal signage throughout the school for office doors</p>	<p>Audit of fire exit signage and amend as required</p> <p>Audit of office doors and other internal signage required</p>	<p>PH/LC/LW</p> <p>PH/LC/LW</p>	<p>September 2021</p> <p>September 2022</p>	<p>All signage will be child friendly</p> <p>All signage will be accessible to pupils with visual impairments</p>

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	<p>The school is all on one level and can be accessed in multiple entrances.</p> <p>The only time a pupil would need to use a set of stairs would be to access the stage used for performances.</p>	Risk assessments for individuals and actions drawn up dependent on individual needs for wheelchair users.	GH	As and when needed
Corridor access	All corridors are level with wide double doors.			
Lifts	N/A			
Parking bays	One disabled parking bay	Parking bay to be remarked.	LC	September 2021
Entrances	Four entrances all of which are level with large double doors.			
Ramps	None required as the school is on one storey and is level at all entrances			

Toilets	Disabled toilet and shower facilities			
Reception area	Double doors, large screen to support lip reading. All level with intercom entry			
Internal signage	All fire exits have appropriate signage.	Audit and review fire exit signage to ensure this is accessible to all visual impairments and is child friendly.  Audit and review general signage for doors within the school e.g. offices.	PH/LC/LW  PH/LC/LW	September 2021  September 2022
Emergency escape routes	9 exits all level. Agreed meeting points on the playgrounds that are all level.			