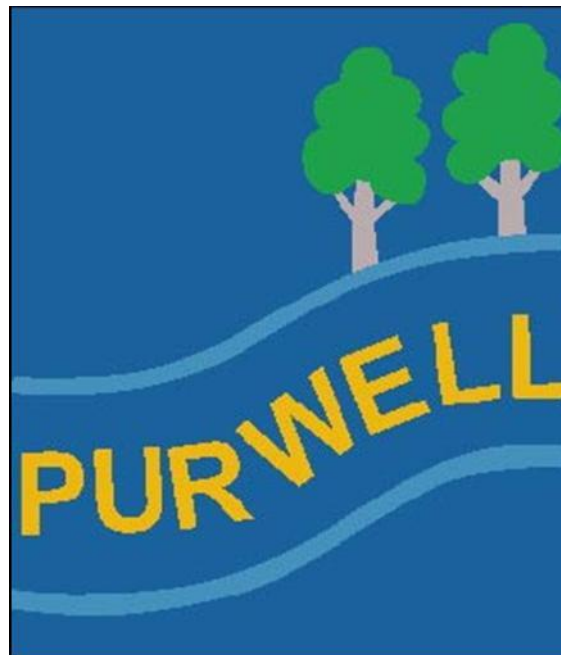


Purwell Primary School



Accessibility Plan

2021

Approved by the Governing Body, for immediate implementation, on 24th May 2021

For review – May 2023

1 INTRODUCTION

1.1 Here, at Purwell Primary School, we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by, or under, this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

1.2 With this in mind, this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school.

2. ACCESSIBILITY PLAN

2.1 We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their age, education, physical, sensory, social, spiritual, emotional, gender and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. This Accessibility Plan will contain relevant actions to:

2.1.1 Improve awareness of Equality and Inclusion. See action plan 1, at the end.

2.1.2 Improve access to the curriculum (HCC Priority 2021)

2.1.2.1 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 (Equality 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 school visits. The identification and provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum, is considered part of this. See action plan 2.

2.1.3 Improve environmental access (HCC Priority 2021) See action plan 1.

2.1.3.1 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.

2.1.4 Improve access to information (HCC Priority 2021) See action plan 3.

2.1.4.1 Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include, handouts, 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.

Action plan 1: Equality & Inclusion

Intent	Implementation	Impact	Timeframe
Accessibility plan and equality policies to be on the school's bi-annual review cycle for Governors' meetings.	Clerk to the Governors to add items to agenda in relation to cycle of renewal.	Adherence to current legislation.	Bi-annually.
Training to raise awareness of equality and disability issues.	SENCO to discuss perception of issues with school leaders, including link governor to determine the current status of school. SENCO to provide training for governors, staff, pupils and parents, as required.	Whole school community aware of issues relating to Access.	Discussions to be held, as required. Training to be on-going.
Opportunities for recorded evidence of how staff provide access in all areas to all pupils.	SENCO to review Inclusion Policy with staff and governors.	Policies reflect adherence to current legislation.	Bi-annually.
To ensure that all policies consider the implications of disability access.	Headteacher (HT) and governors to consider during the review of policies.	Policies reflect current legislation.	On-going.
Required staff to be epiopen trained.	First aid training available to staff. Arranged by HT. Epiopens kept in office, in clearly labelled cupboard.	Staff will be able to administer, if need arises.	Training refreshed every three years or as necessary.
Commitment to improve the physical environment to increase the extent to which pupils with SEN and/or disabilities can take advantage of education.	To include, but not limited to providing safe spaces, nurture room, calming areas, individual workstations, handrails, ramps, widened doorways, physical access to outside areas, interior and exterior surfaces (for the visually impaired). School will consider all reasonable adjustments which may be needed for pupils with SEN and disabilities.	Pupils can access a full curriculum and learning environments.	Ongoing as needed.
Ensure that all areas of school building and grounds are accessible for all children and adults, and to continue to improve the access of the physical environment for all.	SENCO and HT to audit accessibility of school buildings and grounds, to check accessibility and then produce an action plan based on the findings. Reported to Resources Committee.	Any modifications needed to facilitate ease of access for all will be made to the school building and grounds.	Short Term - Accessibility audit to be completed annually. Action plan to follow. To be reviewed, annually.

Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any new construction will be fully accessible.	Long Term - Until any new construction begins.
Improve signage and external access for visually impaired people.	Caretaker to up-keep strips to mark step edges.	All steps will be marked.	On-going.
Ensure all disabled pupils can be safely evacuated.	SENCO to put in place Personal Emergency Evacuation Plans (PEEP) for pupils with disabilities, as required.	All pupils will be safely evacuated.	On-going/ as required.
Ensure hearing equipment in classrooms to support hearing impaired.	Seek support from LA hearing-impaired unit on the appropriate equipment.	School can provide for all areas of need.	On-going/ as required.

Action plan 2: Increase access for disabled pupils to the school curriculum

Intent	Implementation	Impact	Timeframe
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for staff, as required. Work sampling/ lesson observations will ensure that staff members are confident with differentiation.	Staff members are able to enable all children access to the curriculum.	On-going.
Ensure that SEND is considered a whole school strategic issue.	SEN governor to meet annually with SENCO to review allocation of resources and impact.	Resources deployed effectively to bring about maximum impact.	Ongoing
To ensure that all children are able to access all out-of-school activities e.g.: clubs, residential, trips etc.	Review out-of-school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation, to ensure that the needs of all children are met.	On-going.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g.: headphones, writing slopes, computer equipment (see Reviewed Provision Map reviewed March 2021)	Children will develop independent learning skills.	Reviewed termly by SENCO.
Ensure all staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils, when required. Information sharing with all agencies involved with the child.	Staff can enable all children to access the curriculum.	Business Manager to alert SENCO and class teacher when a child is enrolled who has disabilities and SEN needs Individual plans for disabled children to be devised and

			reviewed termly by class teacher and SENCO.
Use computing software to support learning.	Make sure software is installed where needed.	Wider use of SEN resources in classrooms.	On-going.
Review PE curriculum to ensure PE accessible to all.	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	All to have access to PE and be able to excel.	On-going. Sports Coach to review termly.

Action plan 3- Improving access of information to disabled pupils

Intent	Implementation	Impact	Timeframe
To ensure that all parents and other members of the community can access information.	Written information will be provided in other formats, as necessary.	All parents and members of the community can access information.	On-going/ as required.
To ensure that parents who are disabled are able to access parents' evenings.	Staff to send information home, hold video calls or telephone calls as needed.	All parents/ carers are informed of children's progress.	On-going.
Improve the delivery of information in writing in an appropriate format.	Where appropriate, particularly for pupils, parents or carers with sensory impairments, information can be provided through alternative methods and formats.	All children have access to the curriculum and are able to participate in class. All parents, carers and children can access relevant information in a suitable format.	On-going/ as required.
Ensure all staff members are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information.	Staff have a dyslexic friendly classroom.	Annually reviewed by SENCo Autumn term
Review information to be as accessible as possible.	Teachers and SENCO will involve parents and pupils in creating and reviewing SEN documents. School will provide information to parents and pupils that is clear and free from jargon.	Staff aware of pupils' preferred method of communications.	Termly.
Provide information in other languages for pupils, or prospective pupils, who may have difficulty with hearing, or language problems.	Access to translators and sign language interpreters to be considered and offered if possible.	Pupils and/or parents/ carers feel supported and included.	On-going/ as required.

Resources that may be needed will be identified at the time of need, so that they do not become out of date and the best provision can be offered to the child.