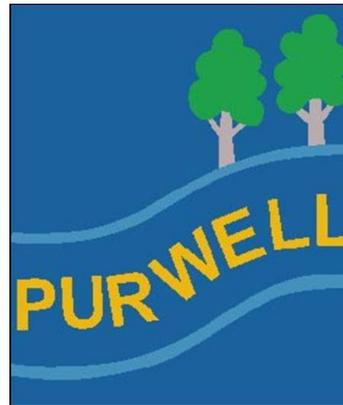


Purwell Primary School



Accessibility Plan

2023

Approved by the Governing Body, for immediate implementation on 10th July 2023

For review – May 2025

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1.1 The accessibility Plan is drawn up in compliance with current legislation and requirements according to the Equality Act 2010.

According to the Equality Act 2010 a person has a disability if:

They have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal daily activities.

1.2 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.

1.3 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.

2.2 This Accessibility Plan sets out how we will:

- Increase and maintain access to the **curriculum** for pupils with a disability by making reasonable adjustments to the curriculum as necessary to ensure that pupils with disability are equally prepared for life as able-bodied pupils. This includes teaching and learning as well as the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. This also includes the identification and provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve and Maintain access to the **physical environment** of Purwell School. This covers reasonable adjustments to the physical environment adding specialist facilities as necessary and where possible. This covers the physical environment and physical aids within a reasonable timeframe.

- 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.

3. CONTEXT

Purwell school is a multi-level site. We have a lift to enable pupils, staff or visitors to access the hall and the dining hall as well as the disabled toilets which are on differing levels. Access to KS1 is limited by a steep level change which means it is not possible to add a lift or a ramp in this location. We currently have children at our school who have a range of disabilities. We work closely with occupational therapists and physiotherapists to support these children and others should the need arise. We also work closely with speech and language therapists, autism advisory teachers, outreach support, behaviour support specialists, health visitors, the school nursing team. We are committed to providing regular training to develop staff knowledge and skills to ensure the best outcomes for all children.

Purwell school is committed to regularly reviewing its practices related to accessibility. To inform this process the 'Identifying Barriers to Access Audit' from the Hertfordshire SEND toolkit (2022) has been completed. This has supported the process of identifying current strengths and areas for development (May 2023)

Action plan 1: How does the school increase the extent to which pupils can participate in the school curriculum?

Strengths: At Purwell, we are committed to ensuring teachers and teaching assistants have the necessary skills and training to support our pupils. Lessons respond to the diversity of pupils and provide opportunities for children to work in pairs, groups or as a whole class. All children are given access to a range of music, drama and physical activities within the school day and through our wide range of lunch and after school activities. Staff are committed to providing alternative ways of giving access to pupils who cannot engage in particular activities and we provide distinct teaching of computer skills for children who benefit from using computer technology. Staff seek to remove barriers to learning and participation and have high expectations for all.

Intent	Implementation	Resources consideration	What will success look like?	Timeframe	Review/ progress notes
To identify and respond to training needs within the school.	SENCO to review the needs of children and provide training for staff, as required. SENCo to carry out regular drop-ins and learning walks and complete the Hertfordshire SEND toolkit Inclusive teaching observation checklist (pp 115-118) to identify strengths and areas of development within each class. SENCo to use SEN specific checklists to identify further training needs (dyslexia friendly classrooms).	SENCo time to be spent completing these activities. Funding for training when identified.	SENCO to monitor each class with this focus each academic year (this will add to rather than replace the current focus areas as set out in the subject leader handbook). SENCO to feedback findings to class teacher and senior leaders. Headteacher will feedback findings to governors as appropriate.	Ongoing	

<p>To ensure that all children are able to access all out-of-school activities e.g.: clubs, residential, trips etc.</p>	<p>Business Manager to review out-of-school provision to ensure compliance with legislation.</p>	<p>All providers of out-of-school education will comply with legislation, to ensure that the needs of all children are met.</p>		<p>On-going</p>	
<p>To provide specialist equipment or computer software to promote participation in learning by all pupils.</p>	<p>Assess the needs of the children in each class and provide equipment as needed e.g. ear defenders, pencil grips, fidget tools, writing slopes, computer equipment.</p>	<p>New equipment or software to be purchased when needed.</p>	<p>By being provided with the equipment needed to help them access the curriculum, barriers will be removed enabling steps of progress to be made.</p>	<p>Needs and suitable equipment to be considered during termly SEN reviews by teachers with support of SENCO.</p>	
<p>Ensure that all staff are aware of pupil's individual needs and plan support to enable all children to access the curriculum.</p>	<p>All staff to use the whole school template for SEN plans. Plans to include information provided by specialist external agencies. SENCO to share relevant reports with teachers. SEN plans to be stored in a central place for access by support staff and teachers particularly as we approach periods of</p>	<p>Provide time each term during staff meetings to enable teachers to review and draft new SEN plans where SENCO can advise on the support needed.</p>	<p>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 as appropriate.</p>	<p>Ongoing</p>	<p>Teams meetings with teacher/ SENCO and parents trialled Spring 2023. To be rolled out across whole school Summer 2023.</p>

	transition to ensure consistency between classes.		SENCo to raise awareness amongst staff of the importance of parental expertise and knowledge when devising support for pupils. SENCo to establish new system for parents/ teacher/ SENCo meetings to ensure this is given dedicated time		
Review PE curriculum to ensure PE accessible to all.	PE coordinator to add a section to the learning walk form to include a consideration for inclusive teaching and equipment.		PE coordinator will provide opportunities for all children to attend sports clubs and inclusion sports events when available.	Ongoing PE coordinator to monitor attendance at sports clubs and events to ensure children with disabilities are represented.	

Action Plan 2. How does the school plan to improve the physical environment to meet the needs of all disabled pupils?

Strengths: At Purwell, areas are well lit. Steps are taken to reduce background noise for pupils with a range of needs and furniture and equipment is selected and located appropriately.

Intent	Implementation	Resources Consideration	What will success look like?	Timeframe	Review/ Progress notes
<p>Accessibility plan and equality policies to be on the school's bi-annual review cycle for Governors' meetings.</p>	<p>Clerk to the Governors to add items to agenda in relation to cycle of renewal.</p>		<p>Governors and senior leaders will be aware of current legislation. Governors and senior leaders will ensure adherence to current legislation</p>		
<p>Support the needs of pupils with a range of needs to ensure signage is in place and always includes a visual symbol.</p>	<p>This includes but is not limited to: Labels to denote key parts of the school (office/ hall/ toilets/ classrooms/ nurture room). Class teachers to ensure that all classes have: Large alphabet displays should be present in all classrooms. Large number lines displayed in all classrooms. Signs to show where equipment is stored including stationary/ books/ contents of drawers in classrooms and corridors.</p>	<p>Class teacher/ TA time to produce signage. SENCo time to support staff.</p>	<p>The school will provide visual support for children with a range of needs to be able to access information to support their learning and their navigation around the building. Children will gain independence by knowing where to access resources they need to support their learning.</p>	<p>By September 2023</p>	

	<p>Unisex toilet signs with visuals.</p> <p>Teachers to seek guidance from SENCo if needed. SENCo will refer to recent training from Woolgrove (specialist provision).</p> <p>SENCo to organise signage for communal spaces to signpost hall/ dining hall/ staff toilets/ nurture room.</p>				
To ensure that all policies consider the implications of disability access.	Headteacher (HT) and governors to consider during the review of policies.		Policies will reflect current legislation	Ongoing	
Required staff to be epipen trained.	First aid training available to staff. Arranged by HT. Epipens be kept in office, in clearly labelled cupboard.		Staff will have the skills and knowledge to administer medical support when needed.	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	To include, but not limited to providing safe spaces, nurture room, calming areas, individual workstations, handrails, ramps, widened doorways, physical			Pupils can access a full curriculum and learning environments.	Ongoing as needed.

disabilities can take advantage of education.	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.				
Work to make the site as accessible as possible including the school grounds.	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 all disabled pupils can be safely evacuated.	SENCo to liaise with school business manager to obtain the template for a PEEP. SENCo and relevant class teacher to meet to devise PEEP. Class teacher to share this with support staff and save to SEN file for to handover to new teacher when necessary.	SENCo/ teacher time to complete PEEP.	All pupils will be safely evacuated.	On-going/ as required.	

Action Plan 3: How will our school improve its delivery of materials in other formats?

Strengths: At Purwell, we use technology to enable pupils to record their work using dictation or touch typing. Children who are identified as needing it, are provided with coloured overlays for reading. Staff regularly print work for pupils who have difficulty accessing material presented on whiteboards or flip charts. Intent	Implementation	Resources consideration	What will success look like?	Timeframe	Review/ Progress notes
To ensure that all parents and other members of the community can access information.	Written information will be provided in other formats, as necessary by the school business manager. When teachers or office staff are aware of a parent/ carers difficulty accessing written information, staff will provide a call or meeting instead.	Access to translation services is needed.	When required, parents/ carers will be provided with information in a suitable format and in a timely manner.	Ongoing	

<p>To ensure that parents who are disabled are able to access parents' evenings.</p>	<p>Teachers to send information home, hold video calls or telephone calls as needed.</p>	<p>All parents/ carers are informed of children's progress.</p>	<p>Parents will be made to feel that their needs are not a barrier to accessing information about their child's progress.</p>	<p>Ongoing</p>	
<p>Ensure all staff members are aware of guidance on accessible formats.</p>	<p>SENCo to provide all staff with handout which outlines strategies to help children with dyslexia or reading and writing difficulties overcome barriers to gaining and recording information.</p> <p>SENCo to share handout on dyslexia friendly classrooms with staff.</p> <p>All classrooms to apply the strategies including but not limited to using large print/ coloured backgrounds on teaching PowerPoints and reading materials given to children.</p> <p>SENCo to monitor dyslexia friendly</p>	<p>SENCo time to share information with staff.</p> <p>SENCo time for learning walks and write up.</p> <p>Classroom staff time to ensure classrooms and teaching meets current guidance.</p>	<p>Processing demands will be reduced meaning children are able to engage with written material with barriers.</p> <p>Classrooms will present information in a format that is accessible to all.</p> <p>Dyslexia friendly classroom audit will demonstrate growing adherence to the guidance.</p>	<p>Yearly and ongoing</p>	

	classrooms during yearly monitoring. SENCO to provide feedback to senior leaders and teachers about next steps required from this annual audit (using dyslexia friendly classrooms audit).				
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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.