



Accessibility Policy and Plan (2022-2025)

Rationale

At Pickhill CE Primary School we believe that children learn best in a friendly, happy and caring Christian community. We aim to encourage independent learning through swift acquisition of core learning skills, investigation and first-hand experience. In this way we enable our children to develop and acquire a wide range of skills in all areas of the curriculum. The needs and abilities of each individual child are our first concern and to this end we believe that education is a partnership between the school, the children and their parents.

Aims and Purpose

This Accessibility Plan has been drawn up to cover the period from Autumn 2022 until Summer 2025. The plan is available in large print and can be made accessible in other formats, if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001. Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability 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 carry out normal day to day activities."

Pickhill CE Primary School is committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Pickhill CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Our key aim is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability.

To this end, the school will:

- Comply with the DDA through provision of policies covering SEND and Inclusion, Safeguarding and Child Protection
- Ensure disabled pupils are not discriminated against in terms of Admissions and Exclusions (as confirmed by these policies)



- Recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils, endorsing the key principles in the National Curriculum and EYFS Framework
- Set suitable learning challenges and targets, responding to pupils' diverse learning needs, to overcome potential barriers to learning and assessment for individuals and groups of pupils
- Seek and follow the advice of LA services, such as specialist teacher advisers, SEN[SEP] professionals and health professionals
- Provide teachers and teaching assistants with the necessary training to teach and support disabled pupils (e.g. improving awareness that disabled pupils may tire more quickly than their able peers due to physical/mental effort expended in order to keep up; improve understanding that disabled pupils may not be able to engage in particular activities/may need significant adjustments, for example some forms of exercise in physical education)
- Ensure classrooms are organised for disabled pupils and ensure that lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity
- Provide access to technology/equipment appropriate for pupils with disabilities
- Make school visits accessible to all pupils irrespective of attainment or impairment, removing all barriers to learning and participation

Role of the Executive Head Teacher, Head of School and Governing Body

The role of the Executive Head Teacher, Head of School and Governing Body is to ensure that the Physical Environment of the school is compliant with the DDA. Furthermore, the Executive Head Teacher, Head of School and Governing Body should ensure that all school information is provided in accordance with DDA. As such, the school will:

- Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises (such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings)
- Ensure access for all pupils in the following areas: academic, sporting, play, social facilities, classrooms (including external classrooms), the hall, the library and playgrounds
- Support any pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities
- Ensure pathways of travel around the school site and parking arrangements are safe, routes are logical and well-signed and that[SEP] emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities
- Ensure visual signing is clear to all pupils with disabilities, that all areas are well lit, and that furniture and equipment is selected, adjusted and located appropriately
- (With support from the LA) provide information in alternative formats when required or requested (including information in a simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information)
- Ensure that staff members are familiar with technology and practices developed to assist people with disabilities
- Ensure that, where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school will provide reasonable adjustments



Role of Parents

In order to meet the needs of disabled pupils, the school requires full information. The school will ask the families of prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has an Education and Healthcare Plan, the school will work with the Local Authority (LA) who makes and maintains the plan to ensure that the identified provision is delivered in an appropriate manner. In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

Accessibility Plan

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set. The plan will be reviewed by link governors to ensure targets are being reached. Targets have been set for three key areas.

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure all building work complies with DDA guidance.	Discuss DDA principles with relevant personnel and contractors.	Ongoing	Executive Head Teacher/ governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
Improve external access for visually impaired people.	Replace external light bulbs immediately when 'blown'.	Ongoing	Caretaker	Access around the site easier for all.
Ensure all fire escape routes are suitable for all.	Regular fire drills, adapting safety routes where necessary.	Termly	Executive Head Teacher & Head of School	All disabled staff, pupils and visitors can exit the school safely in emergency situations.

Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure all staff members have access to specific training on disability issues where relevant.	Use staff audit to identify training needs.	Annually	SENDCO	Raised confidence of staff leading to increased pupil participation.
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. special pens, radio aids, writing slopes etc.	Termly	SENDCO	Children will develop independent learning skills.
Ensure all educational visits are accessible to all.	Develop guidance for staff on making trips accessible.	Ongoing	Educational Visit Coordinator	All children in school able to access all school trips and take part in range of activities.



Ensure disabled children participate equally in after school and lunch time activities.	Survey participation in clubs at lunch and after school by disabled children.	Termly	PE Subject Leader	Disabled children confident and able to participate equally in out of school activities.
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Improving access to information

Targets	Actions	Timescale	Responsibility	Outcomes
Review information to parents/carers to ensure it is accessible.	Ask parents/carers about access needs when child is admitted to school Produce newsletter in alternative formats e.g. large print, Braille.	Ongoing	Head of School/ Office staff	All parents getting information in format that they can access e.g. tape, large print, Braille.
Ensure that parents with disabilities are able to access school events such as parents' evenings and performances.	Adapt physical environment to accommodate disabilities where possible through discussion with parents Allow parents evenings to be held via phone call or video conference where necessary.	Ongoing	Head of School	Parents are fully involved in their child's education.

Ratified by Synergy Schools Federation Board of Governors – 19th October 2022

