



Accessibility Policy and Plan 2019-2022

IMPORTANT: For the academic year 2021 – 2022, head/headteacher will be the Principal and therefore these titles are interchangeable.

The Head undertakes a formal annual review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed: Mr Tim Cannell

Date reviewed: September 2021

Date of next review: September 2022

INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act. The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It is unlawful for a school to treat a disabled student unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harrassment

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments

- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Contenance
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled students:

- When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled student when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the student faces in comparison to his non-disabled peers.

4. AIMS OF THE ACCESSIBILITY PLAN

Schools are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled students, and how they will improve the availability of accessible information to disabled students. We have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled students and to:

- increase the extent to which disabled students can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school curriculum;
- improve the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled students.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

5. KEY OBJECTIVES



The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for students, and prospective students, with a disability.
- To provide a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- To provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students by
 - setting suitable learning challenges;
 - responding to a student's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of students.

6. SCOPE OF THE PLAN

6.1 To increase the extent to which disabled students can participate in the school curriculum.

We plan for continuing improvement of access to the curriculum for students with a disability by:

- Expanding and tailoring the curriculum as necessary to ensure that students with a disability are as prepared for life as are the able-bodied students.
- Providing of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Continuing to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school governors will support the head teacher and school staff in:

- Considering whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges;
- consideration of how classroom/group organisation has been targeted to ensure that all students achieve increased levels of school success;
- identifying student peer support mechanisms and the ways that the school ensures students have a voice in decisions that affect them;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;

The school SENDCO and Health & Safety officer, in addition to working with the governors, head teacher and school staff will:

- access or arrange appropriate training for staff as required by staff and students in order to better understand the needs of students with a range of disabilities
- be responsible for the dissemination of this knowledge to all staff.



- have their contribution to staff training evaluated, and where necessary improved, through the appraisal process.
- identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- take action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;

6.2 To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education at PGP. We are aware that some areas of our school are not yet as accessible for students and visitors with disabilities as they could be. Future improvements may include, but are not limited to:

- improved access such as steps, stairways and classrooms.
- Aids to physical access including ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds and induction loops.
- acoustic treatment
- colour schemes

In addition, we commit to ensuring that physical aids to access education can be sourced in a timely manner to meet the individual needs of our students as specified by the SEND framework. These physical aids may include items such as:

- ICT equipment
- enlarged computer screens and keyboards, concept key boards
- portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Raising awareness of font size and page layouts will support students with visual impairments.

6.3 To improve the delivery to disabled students of information that is provided in writing We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

6.4 Financial Planning and Control

The Head teacher with Senior Leadership Team, together with the Governing Board will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

7. MONITORING



7.1 We recognise that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- changes in physical accessibility of school buildings;
- improved levels of confidence in staff in reducing the obstacles to success for students with additional needs;
- evidence that increased numbers of students with disabilities are actively participating in all areas of the school;
- evidence that fewer students are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for students with disabilities;
- student responses; verbally, pictorially and written that indicate that they feel themselves to be included;

7.2 Accessing the School’s Plan

Students, parents and carers will be signposted to the accessibility plan on the school website. We will ensure that the plan is available in different formats where requested.

8. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policy
- Equality Policy
- PSHE and RSE policies
- Staff Handbook
- Health & Safety Policy
- Special Educational Needs Policy
- Whole School Behaviour Policy & procedures
- School Development Plan
- Complaints Policy

Reviewed and approved:	Head and Health & Safety Advisor
	September 2021
Next review due:	September 2022

Accessibility Action Plan 2019-2022

Access to Information				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Notes
All school publications are available in large font and in appropriate language etc if required	Be prepared to offer this	Office	Medium	n/a as at September 2020

Access to the curriculum				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Notes
Assess the needs of each child and regularly review these.	Track progress in English and Maths for SEND children to ensure appropriate progress is made in comparison to other pupils.	SENDCo	Short	New schedule for assessment and follow-up meetings agreed from September 2020
Provide registers of children receiving additional support to class teachers. Provide booster sessions whenever needed.	Review and circulate SEND register.	SENDCo	Short	Actioned from September 2020
Review the role of SENDCo.	Identify the key elements of the job description. Review how we can meet the	Head	Short	New Sendco started September 2019



	identified areas, the time required and the time to be accessible to staff. Appointment of a member of staff who has time and skills to meet the job description.			
Activities available for all	Provide activities children can enjoy at play time if movement is limited and it is too cold for s play outside		Medium	New Indoor games acquired Jan 2021

Access to the physical environment

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Notes
Fire door at top of lift to be wheelchair friendly.	Put the door on a sensor so that it can be left open and on the sounding of the alarm automatically shuts.	CL (Health & Safety)	Medium	Completed Feb 2021
Classrooms accessible for all	Assess the location of a classroom within the school if movement by the child is difficult or via wheelchair.	Head Health and Safety Advisor	Medium	n/a at present
Classroom furnishings are appropriate	Assess furniture is correct dimensions to accommodate wheel chair	Health and Safety Advisor	Medium	n/a at present
Ensure all pupils can be safely evacuated	Identify Refuge Point and designate person to check it in the event of evacuation	Health and Safety Advisor	Short	Refuge Point identified at top of new stairs. Designated person is the person selected to check this area on evacuation (2020 = MH)

Steps to Reception classrooms from playground to be non-slip	Steps to be painted with non-slip paint			Completed and edges coloured, Sept 2020
Improved welcome at school entrance	Welcome signs in different languages (Fr, Sp, Ger, Rus, Arabic and Mandarin are the most relevant languages)	Health and Safety Advisor	Medium	New plaque ordered May 2021
Disabled parents/carers to have equal access to site	Check registration forms for information about access needs	Head of Admissions	Medium	We are ready to make any changes when required. Admissions to liaise with Health & Safety officer

Monitor and Report pupil progress.

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Notes
Regular assessment of children.	Track progress in English and maths for SEND children	SENDCo Teachers	Short	Sept 2020 – data being collected and analysed by SENDCo and form teachers
Keep teachers informed about SEND pupils	Complete a progress report for each child against SEND Support Plan	SENDCo Head of Assess	Short	Sept 2020 – data being collected and analysed by SENDCo and form teachers
Inform parents of inclusion on the SEND register, SEND Support plans, provision and progress.	Parents of SEND children to receive: <ul style="list-style-type: none"> • Details of inclusion on the SEND register. • SEND support plan with an outline of provision. Copies of any formal testing.	SENDCo	Short	Sept 2020 - Termly meetings now taking place with parents and form teachers to review SEND plans

To maintain high standards of staff performance.				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Notes
New staff to receive induction training.	New staff shown how to access and use: <ul style="list-style-type: none"> • SEND registers • SEND support plans • IEPs • Pupil trackers • How to raise a concern • School policies 	Sendco Key stage coordinators	Short	New staff received induction September 2020 and ongoing
Pupils are supported appropriately by class teachers and others to ensure they can access all aspects of the curriculum.	Using SEND support plans and Teacher assessment to identify specific pupils that will need support at particular times.	Teachers SENDCo	Medium	Repeated termly meetings with parents and form teachers to review SEND plans