

## Accessibility Policy and Plan 2023-2024

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: Dr Pamela Edmonds

Date reviewed: September 2023

Date of next review: September 2024

### 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
- Harassment

### 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
- Continence
- 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 pupils:

- When something we do places a disabled student at a substantial disadvantage to other pupils, 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 pupils, and how they will improve the availability of accessible information to disabled pupils. 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 pupils and to:

- increase the extent to which disabled pupils 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 pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

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 pupils, and prospective pupils, with a disability.
- To provide a fully accessible environment that values and includes all pupils, 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 pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils 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 pupils.

## 6. SCOPE OF THE PLAN

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

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

- Expanding and tailoring the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils.
- Providing of specialist aids and equipment, which may assist these pupils 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 Governance Team supports the Head 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 pupils achieve increased levels of school success;
- identifying student peer support mechanisms and the ways that the school ensures pupils 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 governance team, Head and school staff will:

- access or arrange appropriate training for staff as required by staff and pupils in order to better understand the needs of pupils 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 pupils can take advantage of education at PGP. We are aware that some areas of our school are not yet as accessible for pupils 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 pupils 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 pupils with visual impairments.

6.3 To improve the delivery to disabled pupils of information that is provided in writing.

We will strive to:

- produce all school literature at the correct font size to help visually impaired pupils;
- 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 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 pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. The Governance Team 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 pupils with additional needs;
- evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school;

- evidence that fewer pupils 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 pupils with disabilities;
- student responses; verbally, pictorially and written that indicate that they feel themselves to be included;

## 7.2 Accessing the School's Plan

Pupils, 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

## Accessibility Action Plan 2020-2024

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. Parents sign SEND plans prepared by the SENDCo – actioned 9/2023.
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.  2022 SENDCo supporting pupils' on the SEND register in lessons, with additional interventions and through resources and targeted plans shared



				<p>with the teachers and teaching assistants.</p> <p>Additional parent funded 1-1 support facilitated by the school in consultation with the parents.</p>
Review the role of SENDCo.	Identify the key elements of the job description. Review how we can meet the 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.	Head	Short	New SENDCo recruited September 2022 with the experience and skills to further the provision.
Activities available for all	Provide activities children can enjoy at play time if movement is limited and it is too cold for play outside		Medium	<p>New Indoor games acquired Jan 2021.</p> <p>Library refurbished in 2022-2023 providing greater access by all pupils.</p>
<p>Effective use of technology to improve teaching and learning for all pupils.</p> <p>Ensuring availability of specialist equipment which meets the needs of pupils with a disability.</p>	Widening of opportunities for learning for pupils with a disability through access to technology that supports their progress and their access to the curriculum.	IT Manager Head Head of Teaching and Learning	Medium	<p>Access to laptops provided in class, as recommended by the SENDCo.</p> <p>Adjustments made to audio equipment, including the use of earphones, for pupils who are partially deaf. Separate room provided during online assessments with audio adjusted and not directed through earphones for pupils who find that decision/adjustment beneficial. Evidence of improvement in pupils'</p>





				outcomes in standardised online assessments.
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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).  Fire evacuation sweeps trained as fire wardens All staff trained as fire marshalls (April 2023)
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	Updated September 2023.
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
Fire alarm – visual lamp for alerting pupils that are deaf or hard of hearing.	Installation of visual alarms in all pupils' toilets to alert pupils who are deaf that the fire alarm is sounding.	Head	Short	Installed July 2023. Currently two pupils who are partially deaf.
Outdoor play area refurbishment to reduce risk of harm.	Relocation of scooter park. Refurbishment of grounds and artificial grass carpet in play areas and astro to reduce areas of uneven ground. Continued maintenance of play areas.	Health and Safety Advisor and Head	Medium	Work completed summer 2023.
Disabled toilet – suitability.	Refurbishment of all disabled toilets (flooring and access to paper towels) to support access.	Health and Safety Advisor and Head	Medium	Work completed summer 2023.

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
	Complete a progress report for each child	SENDCo Head of Assessment	Short	Sept 2020 – data being collected and analysed by SENDCo and form teachers



Keep teachers informed about SEND pupils	against SEND Support Plan			<b>September 2022 and ongoing tracking of all standardised and formative data to support pupils' progress (SEND, EAL).</b>
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"> <li>Details of inclusion on the SEND register.</li> <li>SEND support plan with an outline of provision.</li> </ul> Copies of any formal testing.	SENDCo	Short	<b>Sept 2020 - Termly meetings now taking place with parents and form teachers to review SEND plans.</b>  <b>Plans shared with staff and parents, and signed by the Head (September 2022 and ongoing).</b>
Ensure pupils with a disability feel positive about school. Ongoing success and wellbeing of pupils with a disability.	Review PASS data to identify interventions for pupils in light of results to support high self-esteem and wellbeing.	Head of Teaching and Learning	Short	<b>Actioned 2022-2023 and annual analysis of PASS data to inform planning.</b>

**To maintain high standards of staff performance.**

<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Notes</b>
New staff to receive induction training.	New staff shown how to access and use: <ul style="list-style-type: none"> <li>SEND registers</li> <li>SEND support plans</li> <li>IEPs</li> <li>Pupil trackers</li> <li>How to raise a concern</li> <li>School policies</li> </ul>	SENDCo  All teachers and SLT	Short	<b>New staff received induction September 2020 and ongoing – continued in 2022-2023 led by new SENDCo and ongoing training assured.</b>



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. Specific accessibility requirements reviewed.	Teachers SENDCo	Medium	<b>Repeated termly meetings with parents and form teachers to review SEND plans – ongoing.</b>
Enable staff to increase their knowledge and understanding of needs of disabled pupils.	Fostering of staff confidence in providing appropriate teaching and support for disabled pupils.  Timetabling changes to allow additional time, as required.	Teachers  Head	Medium  Short	<b>2022-2023 and ongoing support and training for staff.</b>  <b>Adjustments to timetable actioned 2022-2023 and ongoing providing time for the SENDCo to support staff and pupils.</b>
Effective use of technology to disseminate information to all staff and training to support access.	Staff are asked at interview and during their Staff Induction training, and at regular appraisals, what assistance and reasonable adjustments are required to provide support in their role.	Head	Short	<b>Induction process reviewed, embedded and ongoing (2022-2023).</b>  <b>Positive feedback from staff on the school meeting their needs as reviewed in the Staff Survey data and anecdotally.</b>