

Accessibility Policy and Plan 2023-2026

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: August 2025

Date of next review: August 2026

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 Relationship Education policies
- Staff Handbook
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy & procedures
- Mental Health and Emotional Wellbeing Policy
- School Development Plan
- Complaints Policy

Accessibility Action Plan 2023-2026

Access to the curriculum				
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Date completed and ongoing, or date planned	Notes/Action
Increase access to the curriculum for pupils with a disability.	Continue to offer a tailored curriculum for all pupils. Regular review of progress and attainment to identify pupils who would benefit from a tailored curriculum/different pathways through pupil progress reviews with staff. Specific accessibility requirements reviewed.	Head and Lead for Teaching and Learning/Assessment	Completed and ongoing to reflect outcomes of pupil progress reviews to meet pupils' needs.	All pupils are aided to make the best possible progress through provision of a curriculum offering that meets their needs effectively.
Assess the needs of each child with SEND and regularly review these.	Track progress in English and Maths for SEND children to ensure good progress is made in relation to their prior attainment and age-related benchmarks/expectation.	SENDCo	Completed. Good progress maintained. Continued consistent tracking and monitoring of pupils' progress in literacy and numeracy skills in English and maths and in cross-curricular subjects.	Assessment and follow-up meetings agreed. Parents sign SEND plans prepared by the SENDCo – actioned. Additional 1-1 support by the SENDCo available for pupils, and for 1-1 private access to, for example, play therapy, specialist dyslexia support, OT, SaLT support, for pupils who have hearing difficulties and/or are deaf.



Access to the curriculum for pupils who speak English as an Additional Language (EAL)	Track their progress across the curriculum subjects to ensure appropriate progress is made in relation to age-expected data and prior attainment.	SENDCo, Class and Specialist Teachers	Completed and ongoing, tailored, support for pupils who speak English as an Additional Language.	Strategies provided by the SENDCo. Data collected and analysed by SENDCo and Class Teachers/SLT with robust ongoing tracking of all standardised and formative data to support pupils' progress.
Classrooms organised to promote the participation and independence of pupils.	Layout of classrooms and equipment ensure the configuration supports the learning process.	Class Teachers	Adaptive and ongoing	Regular adaptation to accommodate needs.
Detailed instructions and information shared with class teachers to ensure interventions in class support pupils' assimilation of concepts and of methodology.	Constant access to updates to SEND, EAL and wellbeing data to facilitate interventions and support by staff.	SENDCo	Completed and ongoing	SENDCo supporting teachers and pupils on the SEND register in lessons, with additional interventions and through resources and targeted plans shared with the teachers and teaching assistants. Additional parent funded 1-1 support facilitated by the school in consultation with the parents.
Activities available for all	Provide activities children can enjoy at play time if movement is limited and/or it is too cold for play outside.	Staff	Refurbishment July/August 2024	Resources provided, refurbishment of outdoor play areas including the Early Years outdoor classroom/free flow area.
Effective use of technology To enhance teaching and learning for all pupils.	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	Completed in 2023. Further adaptations made in 2024 and in 2025 to	Access to laptops to increase the speed of writing provided in class, as recommended by the SENDCo. Adjustments made to audio equipment,



Ensuring availability of specialist equipment which meets the needs of pupils with a disability.	Provision adapted for pupils who are hard of hearing and/or deaf. Speakers		adjust to adaptive online assessment methods for pupils who are partially deaf and/or deaf.	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' outcomes in standardised online assessments.
Acknowledgement that the dexterity that a young child has in using a laptop when completing an online adaptive spelling assessment may affect the outcome due to normal age-related fine motor skill development.	Assessments results for children in Pre-prep for online adaptive assessments in spelling and reading triangulated with other evidence with regard to their progress and attainment.	Teaching and Learning Lead.	December 2024	Tracking and monitoring of assessment data is triangulated with formative and other summative data to provide reliable and valid evaluations of pupils' progress and attainment.
Clubs programme accessible by pupils	Clubs programme reviewed termly to ensure access by pupils.	Front Office Manager	Completed and ongoing	The clubs programme is broad and eclectic to ensure appeal and access by all.
Translators for Parent Evenings (parent-teacher) meetings	Language translators provide, if required, at parent-teacher meetings in consultation with the parents of the child.	SLT	Completed and ongoing	Translators are invited to attend with a parent at Parents Evenings, if required.

Access to the physical environment				
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Date completed and ongoing, or date planned	Notes
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 Officer	Lift operational but only used with adult supervision and locked to ensure no access at other times.	Lift available to second floor. Ramp in place for access to first floor.
Adult supervised lift access to all floors to enable pupils unable to use the stairs to use the range of classrooms	Lift kept locked unless required with pupil(s) escorted in the lift. New intercom/voice alarm mechanism installed with receptor in the Front Office to alert staff of any issues with pupil/adults in the lift.	Health and Safety Officer and Head	Alarm upgraded/installed April 2024 and latest communication system enabled/checked 2025. Ongoing monitoring	
Ensure all pupils area able to learn in a classroom that is acoustically conducive to their learning.	Padding installed on the ceiling of the Year 1 classroom to reduce noise and enable improved acoustics	Head	Completed 2/8/2024	
Flooring replaced in some classrooms to reduce acoustic sound to support learning.	Flooring replaced.	Head	Improved management of sound. February 2025.	
Ensure corridors are easy to travel through on foot or in a wheel chair	New wooden flooring in all corridors to provide easier travel and reduce noise	Health and Safety Officer and Head	Due for completion 20-30/10/2024	



and that noise generated from travelling along the corridor by floor or other means is at a minimum				
Ensure all pupils can be safely evacuated	Exit routes to place of safety established and shown on maps in classrooms. Designated persons/sweeps support in the event of an evacuation	Health and Safety Officer	Completed and ongoing	Fire evacuation sweeps trained as fire wardens All staff trained as fire marshalls (April 2023 and April 2025)
Steps to Reception classrooms from playground to be non-slip	Steps to be painted with non-slip paint	Health and Safety Officer	Maintained	Completed and edges coloured.
Improved welcome at school entrance	Welcome signs in different languages.	Admin	Completed and ongoing	Updated September 2023.
Disabled parents/carers to have equal access to site	Needs checked for events regarding access requirements.	Head of Admissions and Front Office Manager	Completed and ongoing	We are ready to make any changes when required. Admissions and the Front Office Manager liaise with the 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	Completed.	Installed July 2023.
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 Officer and Head	Completed August 2024 Re-levelled April 2025	Regularly checked for risks and ease of navigation.
All playground equipment is suitable for the	Audit of playground equipment and its	Health and Safety Officer and Head	Playground equipment and grounds	Regulatory Audit of checks maintained.

age-group and regularly maintained.	accessibility for all age groups.		are inspected daily in early years and weekly in all play areas with scheduled checks.	
Disabled toilet – suitability.	Refurbishment of all disabled toilets (flooring and access to paper towels) to support access.	Health and Safety Officer and Head	Upgraded August 2023.	Disabled toilets on both floors.
Corridor floors to be smooth for ease of movement/travel and safety.	New flooring.	Health and Safety Officer and Head.	Scheduled July 2025.	New wooden floors.
Ramp for front of school access.	Access by wheelchair and for children's buggies.	Health and Safety Officer and Head.	Completed and maintained.	

Wellbeing				
Accessibility Outcome	Action to ensure Outcome	Who is responsible	Date completed and ongoing, or date planned	Notes
Ensure pupils with a disability feel positive about school. Ongoing success and wellbeing of pupils with a disability.	Review Pupil Attitudes to Self and School (PASS) data to identify interventions for pupils in light of results to support high self-esteem and wellbeing.	Head of Teaching and Learning	Completed and ongoing	Actioned 2022 and annual analysis of PASS data to inform planning and interventions.

Emotional wellbeing resources provided in classrooms and play areas to support and encourage good mental wellbeing and health.	'Zones of Regulation' implemented across the school. Regulation Stations (which incorporate equipment and 'play' items designed to encourage regulation of emotions and wellbeing) available for all pupils within any class.	Head of Pastoral and Wellbeing, Class Teachers and SLT	Completed. Regulation Stations implemented in classrooms 2024 and in the outdoor in quiet play area in January 2025	Resources provided alongside refurbishment of the area.
Physical Handling training	Physical Handling training competed by Class Teachers.	SLT	Completed and ongoing	

Staff Performance				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Date completed and ongoing, or date planned	Notes
New staff to receive a robust induction training prior to the scheduled INSET days of training for all staff.	New staff shown how to access and use: <ul style="list-style-type: none"> SEND registers SEND support plans Education Plans Pupil trackers How to raise a concern School policies Medical information, as required ASF, ADHD EAL Higher prior attainers 	SENDCo All teachers and SLT	Completed and ongoing	
Enable staff to increase	Fostering of staff confidence in providing appropriate	Teachers	Completed and ongoing	Training for staff embedded.

their knowledge and understanding of needs of disabled pupils.	teaching and support for disabled pupils.	Head	Completed and ongoing	Adjustments to timetable actioned September 2022 and ongoing providing time for the SENDCo to support staff and pupils.
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 to establish what assistance and reasonable adjustments may be required to provide support in their role.	Head	Completed and ongoing	New induction process reviewed, embedded and ongoing (September 2022 and ongoing). Positive feedback from staff on the school meeting their needs as reviewed in the Staff Survey data and anecdotally 2024, and 2025.