ACCESSIBILITY PLAN 2022-2025

This accessibility plan was approved by the Governing body in:	January 2023
This accessibility plan was shared with staff in:	January 2023
Signed off by (Designated SENCO)	
Signed off by (Designated Safeguarding lead)	
Signed off by (Designated Governor Safeguarding)	
Signed off by (Chair of Governors)	
The implementation of this accessibility plan lies with:	SLT
Monitoring will take place at regular intervals:	Annually
The accessibility plan will be reviewed annually or more regularly if needed. The next anticipated date will be:	December 2025

Policy Review Date	December 2022
Date of next Review	December 2025
Who reviewed this policy?	Geraldine Mills

INTRODUCTION

Poverest Primary School offers two forms of entry and a provision unit for Autistic Spectrum Disorder (ASD). The school offers an inclusive curriculum, to ensure the best possible progress for all children regardless of need or ability, and wherever possible and practical provision children fully participate in the classroom and activities of the main school.

The purpose of this plan is to show how Poverest Primary school intends to increase accessibility of our school for all children, staff, parents, carers, and visitors.
The accessibility plan is the duty of our SENCo in consultation with our Head Teacher, Finance Officer and Link Governor for SEN, and will be kept up to date with the changing profile of additional needs in the school, and accommodations or building works established to address them. Going forwards, this plan identifies a need for an annual impact update, linked to progress, development and need.

We aim to:

● Identify children with special educational needs and disabilities and ensure that their needs are met.

● Ensure that children with special educational needs and disabilities are able to join in with all the activities of the school (subject to this plan).

● Involve parents and carers and ensure that effective communication between home and school underpins this work. We rely on this relationship, particularly in our additionally resourced provision, in sharing awareness and understanding needs.

● Ensure our school building is accessible for all by identifying individual need and accommodating these where necessary.

● This plan will be reviewed every three years, following significant change, or at the request of the governing body

This Accessibility Plan is grounded in the Equality Act 2010, and is based in part upon Departmental guidance from The Equality Act 2010 and schools, May 2014.

For example, quoting directly from that document:

● On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

● 4.28 Schools and LAs need to carry out accessibility planning for disabled children. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

● 4.29 Schools must implement accessibility plans which are aimed at:
  · increasing the extent to which disabled children can participate in the curriculum;
  · improving the physical environment of schools to enable disabled children to take better advantage of education, benefits, facilities and services provided; and
  · improving the availability of accessible information to disabled children.

● 4.30 Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility

plan may be a freestanding document but may also be published as part of another document such as the school development plan.

Physical Access

Targets	Strategies	Timescale	Measuring success
To be aware of the access needs of all stakeholders involved with our school; disabled children, staff, governors and parents/ carers	● Ensure that everyone who attends our school are aware of access issues ('access' meaning 'access to' and 'access from') ● Create access plans (where needed) for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process. ● Regular contact with parents, staff and visitors to let us know if they have problems with access to areas of school. ● Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (child or adult) becomes physically impaired. ● Visual symbols to be placed around school to help children's understanding and visual recognition. ● Ensure the lift is accessible to be used as required.	Reviewed annually but created as/when required relating to the highlighted need.	● SEND objectives are in place for disabled children, and all staff are aware of children's' needs. ● All stakeholders are confident that their needs are met. ● Continuously monitored to ensure any new needs arising are met. ● Parents have full access to all areas of school ● PEEPs are prepared and reviewed as individual needs change ● The lift is serviced regularly and accessible for those who need to access the upper level.
Maintain safety for visually impaired/hearing impaired people	● Ensure that any children who have a visual impairment are able to fully access the school building and key areas by ensuring the bright yellow recommended paint is used. ● Ensure that poles or other hazards are clearly identified with the correct colours and padding if necessary from the annual accessibility audit ● Check flashing beacons that signal fire alarm activation are fully functioning. ● Ensure the soundfield system is fully established, fully working and being utilised to	Annually, reviewed and adapted if anyone new joins the school.	● Children with physical disabilities feel safe and secure within the school. ● All potential hazards are identified and protection is put in place. ● Alarms and warning methods are clear for all and everyone is able to react in a safe, timely manner.

	ensure the children are able to hear all that is being said.		
Maintain safety for all the children who are part of the Additionally Resourced Provision.	● Children have safe spaces they can access to ensure they feel regulated and safe - the electronic locks are serviced and ensuring the safety. ● Playground gates are monitored at key transition times to ensure children cannot exit. ● Visuals are present to assist with understanding for all.	Daily	● Children are able to access all the required areas safely and use them to assist with personal regulation. ● Locks/padlocks are regularly checked to ensure they are functional.
Accessible Parking for all.	● Clearly marked designated disabled parking bays within the school car park available for all stakeholders to access. ● During road closures, permits and access are available to ensure all children/families are still able to safely access and park near the school entrance. ● Ramps are places where necessary to ensure a smooth transition into the school building.	Annually or reacted to if a situation is reported.	● All stakeholders that require this have access to the car park code and can park safely.
Whole School Evacuation - ensuring fire exits are suitable for all.	● Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). ● Children to have PEEP's if needed and staff responsible are aware of the content.	Annually or as required with any new additions to our school.	● All children who require evacuation assistance have names adults who are able to react and follow the plan without hesitation.
Lunchtime Support where the canteen is unsuitable	● Children will have a PEEP/Care plan which will address the physical restriction which means that lunch in the canteen is not suitable. ● Children will have supervision in the school nurture room, lunch will be brought to them (if required) and the environment is more suited to them at that time.	As required	● Children have a safe space to use for their lunch break.

Curriculum Access

Targets	Strategies	Timescale	Measuring success
In class access/successful learning for all across the curriculum areas.	● Review SEND children's access to curriculum within class sessions. ● Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. ● Ongoing monitoring from SENCO. ● Liaise with external professions e.g. SALT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions. ● PE curriculum/planning to ensure all children with disability are supported and safe.	Half termly reviews, daily updates as required.	● Children thrive within the lessons and are able to access the lessons with the appropriate adaptations in place. ● SENCO continues to monitor children as requested. ● SENCO to liaise with external professions and then draw in appropriate staff/stakeholders to support the children. ● All children have access to PE and are able to excel, for example via support from an adult
Accessible school visits/trips for all. (mainstream and ARP)	● Risk assessments to ensure that all children including children with physical disabilities can access trips. ● Risk assessments to ensure that all children from the ARP are supported and able to access relevant external trips/visits. ● Ensure venues and means of transport are vetted for suitability ● Ensure staff are fully briefed with regards to children with SEND	As required for each trip.	● All children are able to access all school trips and take part in a range of activities. All children are offered support to attend the overnight school journey as appropriate.
Opportunities for extracurricular experiences for all. Supporting children with wrap around support - Breakfast and After school clubs.	● Risk assessments completed for all identified children. ● High risk areas (eg fire exits to be monitored for those who are a flight risk) ● PEEP's shared with the appropriate staff.	Ongoing as required	● Children successfully participate in the wrap around opportunities available.
Adequate and appropriate	● Risk assessments and behaviour support plans	Ongoing as required.	● Children/staff/ school stakeholders are safe

CPD/training for all staff supporting children where required.	are implemented and followed successfully.		and secure within the school.
Communication for all stakeholders to be open and reactive addressing concerns as they arise.	- Children to have their opportunity to provide a 'pupil voice' as recommended by the government. - Adaptations will then be made as/when necessary. - Parents are aware of who they can contact if they have any concerns relating to accessibility/SEN.	Ongoing as required.	- Children feel heard, become happier that their concerns have been listened to, - Parents feel reassured and supported that they will receive the appropriate help for their child.

Information Access

Targets	Strategies	Timescale	Measuring success
Ensure that visuals and audio are satisfactory for all children to access their learning and understanding.	- Children will have the correct print size, visual cues and sound system that are needed according to the personal need to ensure they are fully aware of information that is being presented in school. - Parents are aware of any adjustments that are in place to support the need of their child and are informed of this and any changes if/when they are needed.	Ongoing and timely according to need	- Children feel secure and comfortable that they are able to access learning successfully like their peers. - Parents are able to fully understand these adjustments if their child discusses these at home.
Personal electronic devices will have the suitable settings for individual need - eg larger font size stored, background colour adjustment, dictation option and dyslexia	- Any recommendations from external professionals who work with the child will be made - for example a font size stored on devices as recommended by the VI team. - The set up of personal devices will be personal to the individual child to ensure they have the same of access to information as their peers.	Ongoing	- Children have their own devices that accommodate their need - already set and therefore ensure instant access in the same timely manner as their peers. - Any strategies that are implemented in school are shared with parents so that a consistent use of these supporting resources can be seen at home if appropriate too,..

support to ensure the children can instantly access their learning			
SATs and other standardised tests are applied for and accommodate personal need.	• Special adaptation requests are made in a timely manner to ensure that the appropriate papers are provided for the children.. • Sample papers are also provided to prepare the children for their standardised assessments.	Annually	• Successful SATs are completed, children feel able to deliver their best as the setup is ready for them to access and complete the tests accordingly.
Signs around the school are clear for all to be able to see and not positioned at heights that can not be accessible to all.	• Signs are either set at an appropriate midway height for all, or are duplicated if necessary to ensure that everyone can notice them and receive the same information. • Signs are large enough and clear enough, with visual symbols where necessary to ensure full understanding.	Ongoing	• Everyone is fully informed as required which will ensure safety and awareness as desired.
Reading books/audio books are accessible with the appropriate size of text/volume of device.	• Selections of books are available to accommodate everyone and may include large print, characters with disability, audio to ensure that everyone has access to a story of their choice.	Ongoing	• Children are able to enjoy the reading etc and share this with their peers. • Barriers for the children to immerse themselves in their chosen books are taken away.

This policy links with the school's SEN Information Report and SEN Policy.