

Pike Fold Primary School Accessibility Plan



Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Pike Fold Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Pike Fold Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
 - b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.
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Documents and policies

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

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office upon request.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Pike Fold Primary School will address the priorities identified in the plan. The plan is valid for three years 2021-2024. It is reviewed annually.

Approved by:Headteacher.....

Date:May 2021.....

Next review date:May 2024.....



Accessibility plan

Section 2: Aims and objectives

Our aims are to:

- To further enhance access to the curriculum for pupils with a disability
- To maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	As we have a Resourced Provision unit we have lots of good practice happening in the classrooms for example visual timetables and appropriate resources. We need to maintain this and enhance the mainstream practice further	<p>S-Ensure daily needs of individual pupils are met</p> <p>M- Hold reviews with parents and pupils to ensure children feel fully included in school life</p> <p>L- Review individual needs of pupils regularly and ensure teachers and TAs are fully informed of any changes with pupil circumstances</p>	<p>INCO and RP teacher to monitor resources weekly</p> <p>Inco to check teachers planning is suitable and inclusive- Monitor SEND as a vulnerable group when looking at data</p> <p>Parent & Pupil review meetings to take place</p>	<p>J Mc</p> <p>TC</p> <p>SaLT</p>	Ongoing	<p>All pupils with SEND have access to a mainstream curriculum.</p> <p>Reduction the progress gap between SEND and mainstream pupils year on year</p> <p>Work with parents as partners to ensure all aspects are listed to and acted upon in the best interest of the pupil.</p>

<p>Improve and maintain access to the physical environment</p>	<p>When looking at grounds projects, events etc full access must be applied to ensure all SEND pupils have full access.</p>	<p>S-Site manager completes daily check of school grounds with a focus in mobility around school</p> <p>M- Half termly checks of all access points is made and recorded</p> <p>L- Review of the needs of the children informs the next changes/developments to the setting</p>	<p>All events must meet the needs of all pupils and ensure all pupils can gain access. If not physically possible then an alternative will be provided.</p>	<p>DL</p> <p>Gov-</p> <p>JMc</p>	<p>Ongoing</p>	<p>All pupils have full access to all events/projects within school.</p> <p>New building (2014) ensures full access for all. Structurally this must not be changed.</p>
<p>Improve the delivery of written information to pupils</p>	<p>Use a variety of teaching methods from whiteboards to i-pads to enable all children to access information</p> <p>To improve signage around school including visual clues to aid visually impaired and EAL</p> <p>Staff are aware of BOARDMAKER symbols and have received training on using Communication in Print</p>	<p>S- Ensure lessons are well prepared and have appropriate resources taking the needs of all pupils into consideration.</p> <p>M- Ensure planning takes into the needs of all pupils</p> <p>L- Ensure staff receive the most up to date training on SEND resources</p> <p>Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p>	<p>Monitoring of teacher planning and consideration of the individual needs of the class.</p> <p>Training to be provided where necessary</p> <p>Use BOARDMAKER symbols to label trays.</p> <p>Use visual timetables and calendars.</p>	<p>JMc</p> <p>SaLT</p> <p>Class Teachers</p> <p>LSA</p>	<p>Ongoing duties throughout the year</p> <p>Board maker symbols around school updated when necessary</p>	<p>Classroom environment to have resources in place.</p> <p>Pupils and staff have full understanding of Boardmaker and have full access to all areas</p>

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three floors with two main staircases. We also have access to a fully working lift			
Corridor access	Newly built building has wide access on corridors with no obstructions	Corridors free from obstruction	Class teachers Phase leaders	Daily checks
Lifts	One available	Yearly maintenance checks	Site manager	Annual service
Parking bays	One disabled bay provided. Others reserved if necessary.	Reserve for children or adults if required	Head	In place
Entrances	All low level access with ramps. No steps upon entrance to building	Ensure they are in safe order and fully accessible		Weekly checks
Ramps	All entrances are sloping. No steps external to the building	Ensure maintenance- daily/termly checks	School caretaker	Weekly checks
Toilets	All floors have access to a disabled toilet Ground floor x2 First floor 2 staff toilets-1 disabled Second floor 2 adult toilets both disabled access	Ensure they are fully accessible and not used to store items.	Site manager Class teachers	Daily checks

Reception area	Low level counter and speaker system in glass	Maintain clear reception area	Admin staff	Daily checks
Internal signage	Low level signage. Emergency exits lit. Fob access low level	Add BOARDMAKER signage throughout the school	INCo Site manager	Daily checks
Emergency escape routes	On each floor there is a disabled waiting bay. All pupils needed a PEEP have them and adults are aware of the pupils. Evac chairs purchased for both floors Fire alarms are multi-sensory	Ensure areas are free from clutter and all staff have the appropriate PEEPs	Site manager JMc	Weekly walk around checks