



Preston Primary VC School Accessibility Plan

Approved by: Chair of Governors

Date: March 2021

Last reviewed on: April 2021

Next review due by: April 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination. Please read this in conjunction with our SEND Report. The school is made up of two buildings, the original building (1968) and a new addition (2012), which was purpose built to be inclusive of all pupils regardless of any physical disability.

The purpose of the plan is to ensure we meet the needs of pupils and their families.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Needs of individual children are monitored on entry to the school and training/provision implemented to support needs.	Short-term: Continue to develop staff understanding of how to support pupils needs through APDR plans, and provision mapping. Medium-term: Create and develop a safe space in school to support pupil's mental health Long-term: Develop library of curriculum resources to support and include examples of people with disabilities	Monitor APDR and provision mapping Creation of sensory room Training for staff Monitoring of impact Audit current resources to ensure they reflect diverse society in terms of disability. Add resources where they are gaps identified.	SENDCo SENDCo SENDCo	Termly (at half term) Summer 2021 Termly monitoring 2021/22	APDRs are current, effective and achievable. Provision maps reflect practice and impact is measured. Monitoring shows that the sensory room has a positive impact on pupil mental health. Resources are supportive and show appropriate examples of disability.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bay • Disabled toilets and changing facilities	Short-term: Main entrance is easy to find	Signage outside to main entrance from front gate (vehicle) and side path (pedestrian)	SLT	Autumn 2020	All visitors can easily find the school entrance
		Medium-term: Consider entry and welcome space for people with disabilities.	Consider furniture in the conservatory to enable welcoming of people with mobility needs.	SLT Office staff	Summer 2021	All visitors are welcomed to the school in a space that suits their needs
		Long-term: Level thresholds (external and internal) created when any building works begin/floors replaced	Level thresholds planned for when changes made to the building (external and internal)	Headteacher Governors	Ongoing when building works/floors replaced	Wheelchair users and people with mobility needs are able to cross thresholds safely
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Short-term: Develop further pictorial and symbolic signage in classrooms	Visual timetables in all classrooms appropriate for class needs and referred to daily	Class teachers/LSAs Monitored by SENDCo	Autumn 2020	All children are supported to understand and follow daily routines
		Medium-term: Develop dyslexia-friendly classrooms / resources in line with increased need in the school	Staff training Resources as required	SENDCo and all staff	Summer 2021	Children with SPLD – dyslexia type needs are supported in all areas of the curriculum
		Long-term: Consider induction loops, intercoms for use	Audit needs	Headteacher Governors	Summer 2023 (as appropriate)	Children/visitors with mobility/sensory needs can access all areas of

		with sensory/mobility needs etc when considering building works/renovation	Consider new technology provision			the school and communicate effectively.
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and Disability (SEND) information report
- Supporting pupils with medical conditions policy
- SEND Policy
- Hertfordshire Local Offer for SEND

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				