

# Penketh South CP School



## Accessibility Plan

Version	Date	Action
V1	September 21	New Policy
	11 <sup>th</sup> November 21	Approved by FGB
	16 <sup>th</sup> December 2024	No change

## **Aims of the Accessibility Plan**

This plan outlines how Penketh South Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## **The Accessibility Audit**

The governing board will ensure that an **annual** Accessibility Audit takes place. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

**Aim 1 -To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Penketh South Primary School.**

- Our current position:
- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist staff members to support learning and to give pastoral and inclusion support
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately differentiated for individual pupils.
- Encouraging the use of clear, well-presented visual aids to the support learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing a Restorative approaches ethos within school.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work. (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance, so that all ability groups and all disabilities, are accepted as part of our school community

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the participation of a range of pupils	provided by school staff and non-school providers			
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**Aim 2:** To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services. Penketh South Primary takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site and premises.

Our current position:

- The school building is accessible for pupils with physical difficulties.
- The outside play areas are flat and accessible to wheelchair users, including the school field
- 1 disabled car park space is available in the school car park
- Disabled toilet facilities are available with wheelchair access on ground floor
- Private room spaces are available to enable confidential meetings to take place with SENCo, staff, support agency staff and parents
- Space for small group work and individualised work for targeted learners
- Children's work is shown to be valued by use in displays around the school and in classrooms
- The outdoor learning environment continues to be developed to enhance pupil's health and well-being including quiet areas, play areas

Aim 2	To be achieved by	Responsibilities/Time/Cost	Success Criteria	Monitor
<b>2.1 Key Stage 1 to develop outdoor area to improve outdoor provision</b>	Children to use the outdoor area during lesson time to support and enhance learning KS1 to plan appropriate learning for outdoor provision during lesson time	Headteacher  Key Stage 1 staff	Outdoor provision will enhance children's learning	Key Stage 1 staff
<b>.2 There is a reduction in the number of minor bumps</b>	The children are able to access all outdoor areas and have adequate space to learn and play	Headteacher  H and S staff	There is a reduction in the number of reported playtime incidents involving bumps.	All staff

### Aim 3: Improvements in the provision of information in a range of formats for pupils with a disability.

Our current position:

- Visual timetables and information supported by signs/symbols for all pupil, including targeted pupils
- Home-school planners for all children to ensure effective communication
- Provision of verbal or large print information for targeted pupils
- Training for SENCo to support with staff training
- Close working with external providers

Aim 2	To be achieved by	Responsibilities/Time/Cost	Success Criteria	Monitor
<b>3.1 Review information to parents/carers to ensure accessible, using learning from Covid-19 response provision</b>	Provide information and letters in clear print in 'simple English'. School Office will support and help parents to access information and complete forms Parents will be signed up for School Spider Ensure website and all documents accessible via the school website can be accessed The school will be able to provide written information in different formats when required for individual purposes	Headteacher All Staff SLT School Office Governors	All parents receive information in a form that they can access	All parents understand what are the headlines of the school information

**Links with other policies and procedures:**

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

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**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 Local Governing Board.

**Covid-19 Information:**

During the pandemic and our ongoing response, this accessibility plan needs to be read in conjunction with the Covid-19 Risk Assessment, Whole School Opening Plan and current Government Guidance.