



Preston Primary School
Accessibility plan 2021-2024



Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans aim to:

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

Attached is our school's three-year accessibility planning document setting out how we aim to address our key accessibility priorities. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability 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 carry out normal day to day activities.'

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

The purpose and direction of our school's plan

At Preston Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children are our highest priority. Preston Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school is a wholly inclusive school with a caring family ethos. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school building, as it fully complies with all Disability Discrimination Act Regulations. All of our pupils are able to, and are encouraged to attend a range of after school clubs and represent the school equally as much as their able-bodied peers.

Gathering information

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

We have an EMS for Visual and Hearing impaired children. We currently have children who need access to BSL, hearing loops, ICT equipment to support their learning, physical and sensory aids and dyslexia friendly classrooms and teaching strategies.

We will consult regularly with pupils, parents and staff during our IEP review process and within pupil and parent meetings. We meet parents formally, either face to face or via telephone/virtual calls each term to discuss the progress of children academically and socially.

Children with EHCP or medical plans also have annual reviews. We review and refine our practice accordingly.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

This policy is monitored by the governing body and will be reviewed every year for 3 years, or before if necessary. It will be re-written at least every 3 years.

Date of Implementation: April 2021 (Review Autumn 2022, Autumn 2023)

Review Date: Autumn 2024

Preston Primary: Accessibility plan 21-24

Strand 1: Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes	RAG rating Autumn 22 (interim review)	RAG rating Autumn 23 (interim review)	RAG rating Autumn 24 (full review)
<p>To ensure maximum participation and inclusion in the classroom for all children with disabilities.</p>	<p>Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate.</p> <p>Ensure appropriate specialist equipment is available to support children with disabilities.</p> <p>Review IEPs/ EHCPs and reports from professionals to check what is needed.</p>	<p>Ongoing</p>	<p>SEND team Class teachers and support staff</p>	<p>Raised confidence of staff in strategies for differentiation and increased pupil participation and inclusion. Staff will have increased knowledge of modification of resources etc to support disabled learners.</p>	<p>Amber</p> <p>Staff have greater awareness of SEMH needs – thrive training</p> <p>Dyslexia assessments and resourcing – staff are identifying chn quickly and putting strategies in place</p> <p>VI/HI pupils –staff modifying work and communication to fit the needs of the pupil</p> <p>IEP interim target reviews introduced in Aut term 21 – SEND team to monitor this impact on provision.</p>	<p>Amber</p> <p>Staff training for PIVATS assessment, SMART targets, IEP reviews and successful transition between year groups.</p> <p>SEND staff meetings provide regular updates to staff on inclusion and best practise.</p> <p>Earth Handwriting training completed and rolling out Autumn term.</p> <p>SEND little wandle training rolled out to some SEND children</p> <p>Strengthening of SEND base provision and the offer children are receiving in terms of intervention for</p>	

						their bespoke curriculum.	
<p>To ensure that the revised National Curriculum gives adequate consideration to children with disabilities</p> <p>Ensure that the disabled community are represented within teaching resources.</p>	<p>When planning the revised National Curriculum ensure that planning, resources and experiences reflect those with disabilities and that they can participate fully in any educational visits. Work with staff to ensure that inclusive resources are used to represent the disabled learners in school, i.e. picture books, diverse displays, etc.</p>	Ongoing	<p>SLT SEND team Class teachers and support staff</p>	<p>Children with disabilities will access the same rich curriculum, including educational visits, as others. Increased understanding of disabilities within the school environment.</p>	<p>Amber As school trips are reintroduced, SEND team to liaise with staff to ensure disabilities are planned for and trips are accessible.</p> <p>All chn have been able to access remote visits, e.g. correct resources in classroom to take part.</p> <p>QR codes on displays enable disabled learners to interact with displays round school – further this implementation.</p>	<p>Amber All SEND children are considered when trips and events are planned. Reasonable adjustments made and risk assessments take into account the needs of the child.</p> <p>Resources like inclusive dolls for EYFS to be purchased.</p> <p>An inclusive signing song for the school to be introduced.</p> <p>Display around school about our diversities to be created in a central location.</p>	

Strand 2: Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes	RAG rating Autumn 22 (interim review)	RAG rating Autumn 23 (interim review)	RAG rating Autumn 24 (full review)
<p>Review the physical environment regularly and on the arrival of a new pupil to ensure the needs of specific children with disabilities are met in practice, not just 'on paper'. (refer to accessibility audit document).</p> <p>Review EHCP plans and reports from professionals to check what is needed.</p>	<p>Ensure access plans are included where necessary in children's IEPs/ medical plans.</p>	<p>As necessary</p>	<p>SENDSCO</p>	<p>Physical environment meets the current needs of pupils, staff and visitors.</p>	<p>Green Physical audits completed on arrival of new pupils: LA – VI/HI pupils SR/JA/AP– other</p> <p>Access plans included in IEPs and medical plans where necessary.</p>	<p>Green Physical audits completed on arrival of new pupils: SR/JA/AP</p> <p>Access/Evacuation plans included in IEPs and medical plans where necessary.</p>	

Continue to develop recreational areas with consideration for disabled learners and their accessibility needs, i.e. sensory garden, EY sensory room, playground equipment etc.	Ensure that the learner's needs are the basis for designs and resources that are purchased. Ask children for their input in designing/choosing appropriate and accessible resources for recreational areas.	Ongoing	SEND team EYFS staff PE lead	Disabled pupils can fully participate in a range of recreational activities and experiences.	Green Recent and ongoing development of sensory room in Nursery – tailored to children's interests and needs Development of EY outdoor area to take into account sensory and physical needs, i.e. contrasting colours etc	Amber SEND team to help maintain the jubilee garden as part of life skills curriculum.	
Ensure that all vulnerable pupils can be safely evacuated.	Evaluate the effectiveness of the current system for evacuation of vulnerable pupils. Review and rework this to increase effectiveness. Ensure all staff are aware of vulnerable pupils and their evacuation plans.	By July 2021	SENDCO	All vulnerable children and staff working with them are safe and confident in event of fire or lockdown procedure.	Amber Ongoing due to new staff: All staff to know how to help vulnerable pupils in case of evacuation: planned update in SEN staff meeting spring term	Green All vulnerable pupils have evacuation plans on provision map – all staff members can access these and they are also stored securely in classrooms for easy access.	

Strand 3: Improving access to information

Targets	Actions	Timescale	Responsibilities	Outcomes	RAG rating Autumn 22 (interim review)	RAG rating Autumn 23 (interim review)	RAG rating Autumn 24 (full review)
Ensure school website holds all information that parents	Ensure that SEND area of website is clear, up to date and reflects the ethos of Preston.	Ongoing	SENDCO SLT	Stakeholders have an up to date bank of information.	Green SEND website up to date.	Green SEND website up to date.	

require (Special Educational Needs and Disability Regulations 2014)	Ensure clear links to school and trust policies, local and school offers, SEND information report and any relevant signposting for parents.				Policies in line to be reviewed according to dates and will then be uploaded.	Policies in line to be reviewed according to dates and will then be uploaded. Termly SEND coffee mornings and half termly SEND newsletters sent to all parents	
Information displayed around school e.g. signs, notices, displays, instructions meets needs of disabled children and families As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them	Encourage disabled pupils to express their access needs when working with SEND staff and review these needs regularly around school. Continue to embed signing as part of the languages curriculum. Use voice buttons/recordings for VI access. Carry out parental audit of access needs for correspondence, i.e. do they need a modified copy.	Ongoing	SEND staff ToD/Signing curriculum leads SENDCO	Children able to articulate their access needs and understand their own learning styles. Disabled children feel included in all school activity and part of the community. Improved engagement with disabled parents through appropriate correspondence.	Amber Audit of parent's needs as children join school (VI/HI chn and other pupils). QR codes increasingly used on displays Voice buttons on some displays	Amber Audit of parent's needs as children join school (VI/HI chn and other pupils). QR codes increasingly used on displays Voice buttons on some displays	