



Preston Primary School Accessibility plan 2024-2027



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 ARP for Visual and Hearing impaired children. We have a SEND unit for children with Communication and Interaction needs. These children follow a fully bespoke curriculum based around their level of development.

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: Autumn 2024 (Review Autumn 2025, Autumn 2026)

Review Date: Autumn 2027

Preston Primary: Accessibility plan 2024-2027

Strand 1: Improving access to the curriculum

| Targets | Actions | Timescale | Responsibilities | Outcomes | RAG rating Autumn 25 (interim review) | RAG rating Autumn 26 (interim review) | RAG rating Autumn 27 (full review) |
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| To ensure maximum participation and inclusion in the classroom for all children with disabilities. | <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> | Ongoing | SEND team Class teachers and support staff | 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. | Specialist support has been sought where needs have been identified. | | |
| To ensure that pupils are clear in their understanding and use of protected characteristics and the language associated with these | <p>Assemblies across the academic year</p> <p>PSHE curriculum appropriate to needs of specific cohorts</p> <p>Books across school reflective of the diverse world which the children live in.</p> <p>Resources Like inclusive dolls to be purchased. Reintroduce a diversity display into school to show diversities hidden and visible An inclusive signing song for the school to be introduced.</p> | Ongoing | Head of School PSHE coordinator SENDCo | Children understand their place in the diverse world they live in and show respect for others who are different to them. | Protected characteristics are part of weekly assembly | | |

Strand 2: Improving access to the physical environment

| Targets | Actions | Timescale | Responsibility | Outcomes | RAG rating Autumn 25 (interim review) | RAG rating Autumn 26 (interim review) | RAG rating Autumn 27 (full review) |
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| <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>SENDCO</p> | <p>Physical environment meets the current needs of pupils, staff and visitors.</p> | <p>Adaptions have been made where they are needed. Work to do in preparation for squirrels provision.</p> | | |
| <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.</p> | <p>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.</p> | <p>Ongoing</p> | <p>SEND team EYFS staff PE lead</p> | <p>Disabled pupils can fully participate in a range of recreational activities and experiences.</p> | <p>ACORNS outdoor area has had significant development</p> | | |
| <p>Ensure that all vulnerable pupils can be safely evacuated.</p> | <p>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.</p> | <p>Ongoing</p> | <p>SENDCO</p> | <p>All vulnerable children and staff working with them are safe and confident in event of fire or lockdown procedure.</p> | <p>Evacuation procedure in place and tested</p> | | |

Strand 3: Improving access to information

| Targets | Actions | Timescale | Responsibilities | Outcomes | RAG rating Autumn 25 (interim review) | RAG rating Autumn 26 (interim review) | RAG rating Autumn 27 (full review) |
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| Ensure school website holds all information that parents require (Special Educational Needs and Disability Regulations 2014) | Ensure that SEND area of website is clear, up to date and reflects the ethos of Preston. Ensure clear links to school and trust policies, local and school offers, SEND information report and any relevant signposting for parents. | Ongoing | SENDCO SLT | Stakeholders have an up to date bank of information. | Website up to date with all SEND information | | |
| 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. | Children can access all areas of school site | | |
| Ensure daily communication with Acorns parents with | Send photographs of key information nightly with seesaw | Ongoing | SENDCo Acorns staff | Parents receive communication which enables them to understand how | Daily information sheet in place to ensure clear communication | | |

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| regards to curriculum as well as basic need requirements being met as pupils are unable to communicate verbally with parents. | As part of the curriculum offer teach children different communication methods | | | children's basic needs as well as curricular needs have been met, daily. | | | |
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