



# Accessibility Plan

<b>Produced</b>	Spring 2022
<b>Review Date</b>	Spring 2025
<b>Staff responsible for reviewing this plan</b>	
<b>Principal</b>	H. Adams
<b>SEND Co-ordinator</b>	E. Close
<b>Business Manager</b>	N Russell

**This plan is typed in large print to support people who have a vision impairment.**

## **Introduction**

The Equality Act 2010 replaced all existing legislation law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of disability, age, gender, race, religion or belief and sexual orientation, we believe that this accessibility plan is compliant with current legislation.

Pallister Park Primary's accessibility plan and access audits are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take advantage of education and school facilities and services offered
- Improving the availability of accessible information to disabled pupils
- Ensuring disabled children or families are not at substantial disadvantage

We recognise that this accessibility plan must be adequately resourced, implemented and reviewed every 3 years.

## **Definition of Disability**

The definition of disability under the equality Act 2010 is a wide one.

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence; It also includes people with ADHD, Autistic Spectrum Disorder, severe dyslexia and dyspraxia, learning disabilities, Downs Syndrome, Hydrocephalus, medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recoverer's and people with a history of mental illness), they are covered by the legislation for the rest of their life.

## **Inclusion and equality statement**

Pallister Park Primary School is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality policy will be followed and the use of stereotypes under any of the above headings will always be challenged

## **Vision and Values**

At Pallister Park Primary we believe that:

- Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life.
- All children have the right to be healthy, respected, valued, happy, safe and to have high targets and goals for their future.

We are committed to providing an environment that enables full curriculum access; and that values and includes pupils with disabilities We are committed to taking positive steps regarding disability and to developing a culture of inclusion, support and awareness within the school.

This plan sets out the proposals of

- ❖ Participation in the curriculum
- ❖ Physical access to facilities and services
- ❖ Availability of information accessible to all

**The Main Priorities** of the school is to assist in 'Helping Children Achieve More' underlining the Trust's commitment for all children, reducing and eliminating barriers to access the curriculum and achieve full participation in the school community for all pupils and adults with a disability.

Effective target setting and thorough monitoring of progress is in place for all children and high expectations are maintained for all, regardless of attainment or ability. The school promotes positive attitudes towards disabilities through assemblies and the PSHE curriculum.

We ensure that all children with identified disabilities can access the curriculum providing special provision to remove any barriers to learning. All staff are provided with any specialist training that is required.

The school staff work in close consultation with all outside agencies to ensure that the school provides the correct and appropriate provision for each pupil with a disability.

In addition to the above Pallister Park provides in house support for disabled pupils from the experienced Vulnerable Pupil Support Team along with other staff who provide a facility for the care of children with social, behavioural or emotional difficulties by providing a caring family environment.

In order to formulate our accessibility plan, we take account of:

- The school's population of children and adults
- The future intake (advanced information from pre-school settings and the LA)
- School policies and practices e.g., related to the administration of medicines, anti-bullying policy, school visits and teaching and learning.
- The physical environment of the school
- How information is provided for disabled pupils
- Outcomes for disabled pupils including end of key stage results and achievements
- The views and aspirations of disabled pupils and their families, parent questionnaires with SEND questions.

### **Physical Environment:**

- Each playground is accessible for walking aids and wheelchairs
- Both halls in the school are fully accessible - dining hall - sports hall
- Accessible toilets in various locations across school
- Shower room and provision for nappy changing in locations within school
- Small group areas - for quiet times if needed at locations across whole school
- Corridor lighting natural LED units to support visual impairment
- Alternative learning environment - small group or 1:1 working goes on across school
- Corridor floor colouring supports those with visual impairment with different colours to indicated any changes in levels

The school take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking improvements and refurbishments of the site and premises. Other facilities / provision, including access to information:

- We use resources tailored to the needs of pupils who require support to access the curriculum
- Education Health Care Plans
- Wide variety of provision offered
- Many staff have specific medical training i.e. EpiPen trained
- Designated Staff with Speech and Language and Autism Specialism
- Teaching staff experienced and trained to support children with ASC/D.
- 'Can do' ethos and positive approach
- Open-Door policy for parents
- Curriculum resources include examples of people with disabilities
- Pictorial or symbolic representation for signage across school
- Annual training for teachers to personalise learning for each child
- Staff training including training for trainee teachers and support staff
- Staff trained on referrals to external SEND support services for children.
- 1 to 1 or small group work offered across school.
- Letters and school documentation all available at request in large print.
- Vulnerable Pupil and Parent Support Managers on site during the day who work together with Send-Co to support pupils and parents with their additional needs
- Audit of environment internal and external- Access Audit

### **Provision of information to pupils with a disability**

The school offer means of communication via telephone calls – reports - review meetings - parents' evenings along with meetings with external agencies as required. Information from external agencies will be discussed with parents if not in attendance but parents are encouraged to attend meetings.

The school has an open-door policy and parents may contact the school at any time if they feel they need advice or additional information. Prospective parents of pupils with and ECHP and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. These pupils may be visited in their pre-school setting. It is our aim to ensure that the transition of pupils with a disability is respected and planned for appropriately to the specific need.

To ensure the future of the accessibility plan, this plan should become less of an independent strategy and more of a thread running through all the school's plans and policies.

This plan should be read in conjunction with the following policies:

- SEND and Inclusion
- Health and Safety Policy
- Behaviour Policy