

Accessibility Plan



Approved by:	Chair of Governors	Date: May 2024
Next review due by:	May 2027	

Section 1: Vision statement

Purpose of the Plan

The purpose of this plan is to show how Pike Fold Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Pike Fold Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

Vision and values

Pike Fold will strive to create a happy, safe, inclusive and challenging learning environment that develops independent, healthy and confident learners. We will ensure that all our learners including those with a disability, aspire to the highest of standards, are economically aware and make a positive contribution to the wider world. In order to enjoy and access a balanced, rigorous and inclusive curriculum through which children learn effectively, the staff and governors aim to work to:

- Promote equal opportunities for all as an inclusive school regardless of disability, race, gender, culture or religion and make reasonable adjustments to the curriculum where required to cater for the needs of all pupils.
- Set high standards and targets for all pupils including those with a disability.
- Provide a safe and secure learning environment for all pupils.
- Develop pupil collaboration and independent learning opportunities.
- Make sure that all pupils are happy and fulfilled having a positive self-esteem.
- Equip all of our pupils with the necessary life-skills and become literate and numerate in order to gain a lifelong means of communication.
- Promote positive attitudes in pupils to enable them to develop socially, morally and spiritually so that they can make the right choices to stay safe.
- To positively encourage awareness and acceptance of disability both in and out of the classroom.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

Definition of Disability

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

We provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

This plan considers three areas:

- a) Improving Education and related activities
- b) Improving the Physical environment
- c) Improving the provision of information

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Education and related activities

The continuous improvement of teaching and learning lies at the heart of the ethos of the school. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning that meets the needs of all children.

The school's SENDCo, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Teachers and teaching assistants attend SEND training as appropriate to support specific needs. Teachers work closely with TAs to address individual pupil targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

All pupils are encouraged to take full part in all areas of the curriculum. Pupils with disabilities are fully included in drama productions, music, PE and assemblies and are encouraged to join after-school clubs, leisure, sporting and cultural activities.

School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment.

The school will continue to seek and follow the advice of appropriate specialists including appropriate health and well-being professionals from local NHS Trusts.

The Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, acoustic treatment, colour schemes, and more accessible fixtures and fittings.

There is physical access to the main entrance of the school and there are disabled toilet facilities available. Pathways of travel around the school site and parking arrangements are safe. School gates are closed during the school day to prevent vehicles entering the site. The playground has high fencing around it.

The school is a three-storey building and there are handrails and a one-way system in place on the stairs. A lift is available to pupils who need to access the higher levels if they are unable to use the stairs.

Furniture and equipment are selected as standard, age related as appropriate. Adjustable tables and chairs will be made available in school if required. Where further specialist furniture is needed, this is sought with support from agencies. Pupils have access to physical aids in the classroom such as specialist pens and pencils and IT equipment as required.

Safe spaces and quiet rooms are available to pupils who need to access them.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. Evac Chairs are available on each floor for pupils/staff who are unable to use the stairs in case of emergencies. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually.

Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given either overlays, printed copies of texts enlarged / provided with an iPad to zoom in on text and images, or information is written down for them.

Access Arrangements are put in place when pupils sit Statutory Standardised Tests (SATs) such as printing test papers on coloured paper, and ordering enlarged print versions of test papers Pupils' views on their preferred means of communication is taken into account through pupil conferencing.

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually.

Epi-pens and inhalers are always taken on visits and trips out of school. Staff trained in first aid accompany all trips and special arrangements for children who require them, are made clear and explicit on the risk assessments.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Documents
- Equality Objectives
- Appraisal Policy
- Health and Safety Policy
- Special Educational Needs Policy & Information Report
- Behaviour Management Policy
- School Development Plan
- School Brochure/ prospectus and Vision Statement
- The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office upon request
- Staff can find a copy of the policy on the shared drive

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Pike Fold Primary School will address the priorities identified in the plan. The plan is valid for three years.

Accessibility plan

Section 2: Aims and objectives

Our aims are to:

- Increase the extent to which all pupils, including pupils with disabilities, can participate in the school curriculum.
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improve the delivery of information which is readily accessible to pupils who are not disabled.

Strand 1: Increase the extent to which all pupils, including pupils with disabilities, can participate in the school curriculum

Increasing access for disabled pupils to the curriculum and improving teaching and learning lies at the heart of Pike Fold. Through self- review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. All children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategy	Outcome	Time scale	Responsibility
<p>Increase confidence of all staff in supporting a range of needs across the curriculum.</p> <p>To ensure effective deployment and management of resources to meet the needs of pupils with SEND.</p>	<p>Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. hearing impairment/ASD/ Physical disabilities)</p> <p>CPD on assessment, target setting and planning for differentiated/scaffolded curriculum.</p> <p>Support and coaching in planning and delivering lessons to children with SEND.</p>	<p>All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>A range of teaching styles and strategies evident in learning walks and book looks. SEND pupils needs are met and they are making at least expected progress in core skills (writing, maths and reading plus social skills).</p>	Ongoing	SENCO Subject specific curriculum teams

Target	Strategy	Outcome	Time scale	Responsibility
To ensure effective information sharing as part of transition for pupils with SEND. Timetabled staff meetings to share key information e.g. Pupil Profiles/Plans (e.g. needs, provision, aids etc.) with all the staff a disabled child comes in contact with in school (e.g. music, PE etc.). Use of an electronic system to enable easy access on an ongoing basis.	Access to Provision Map. Transition Meetings	All staff are aware of children's individual needs.		Class staff and specialist staff SENCo SLT
To ensure progress of SEND pupils is evidenced in a variety of ways and implement new progress measures.	Staff training on the Evidence Me and AET Progression Framework software for tracking and monitoring progress.	Regular assessments in place to monitor the progress children are making and use to identify appropriate intervention and		SENCo
To ensure classroom support staff have specific training on disability issues.	Support Staff to access appropriate CPD for example, precision teaching, Makaton, autism as appropriate. Opportunities to work with outside agencies on how best to support children in their care.	Support staff are able to meet the needs of children in their care. A range of staff will have specialist skills through training received. e.g. Moving & Handling, Team Teach etc.		SENCo
To ensure all educational visits are accessible to all.	Sharing guidance for staff on making trips accessible. Share care plans with staff for individual children. Ensure each new venue is vetted for appropriateness. Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place Appropriate transport booked	Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities. All pupils able to take part in a range of activities.		SENCo. All staff involved in planning trips and supporting children on them.

	that will be able to support all needs including wheelchair users.			
To ensure PE is accessible to all and extra-curricular activities.	Staff to be aware of limitations and care plans to be shared with staff.	All children will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability. Children with a disability to have the opportunity to participate in sporting events alongside children without disabilities.		SENCo All staff
To take part in appropriate national events to raise awareness of disability	School to lead on awareness days such as: Time to Talk World Autism Awareness Day International Day of Sign Language	Increased awareness of diversity and disability.		SENCo All staff

Strand 2: Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Pike Fold is a newly built building which has wide access on corridors with no obstructions. We are situated over three floors with two main staircases. We also have access to a fully working lift. There are disabled toilet facilities on all floors and changing area facilities on floor 1.

We will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Target	Strategy	Outcome	Time scale	Responsibility
To ensure all disabled pupils can be safely evacuated.	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Fire drills to ensure speedy evacuations and identify any issues. EVAC chairs are available on all floors next to all staircases.	All staff are clear on evacuation procedures for pupils. Clear understanding of the individual needs to safely evacuate all people. Any issues to be addressed immediately and plans amended appropriately. All persons with disabilities able to access and evacuate areas of the buildings.	Ongoing	SENCO Site Manager Headteacher
To ensure the accessibility of all disabled persons.	All corridors, entrances to be kept clear of obstructions. Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays.	Pupils and people with disabilities to be able to move around the school safely. Improved access to learning environments for all pupils.		Site Manager All staff
To develop additional low stimulation rooms/space throughout school for children with sensory difficulties to support access to school provision.	Development of a sensory/low stimulus room on the ground floor.	For children to be able to access sensory breaks as they need it throughout the day.	This will be ongoing but the rooms/space will be initially set up in the 2024/25 academic year.	SENCO SLT Business Manager

Strand 3: Improving the delivery of information which is readily accessible to pupils who are not disabled.

Target	Strategy	Outcome	Time scale	Responsibility
To consult parents, children and other agencies about the school priorities for increasing access to information for pupils with disabilities.	Team around the Child meetings to be held with parents and agencies to ensure needs can be met.	Awareness improved. Learning environment enhanced. Identification of children's needs improved.		SENCO Phase Leaders

Target	Strategy	Outcome	Time scale	Responsibility
To review information to parents/carers and children to ensure it is accessible.	<p>Provide information and letters in clear print and different formats where necessary e.g. different languages, enlarged font or braille.</p> <p>Office will support and help parents to access information and complete forms.</p> <p>To use social media platforms to communicate more effectively.</p>	All parents will be able to access information and will be kept informed of relevant news.		Teachers Support staff SENCO Office Staff
For information to be accessible for children with SEND needs.	<p>Clear font and colours to be used and adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays for children with dyslexia)</p> <p>For information to be differentiated for children with learning needs or speech and language needs.</p>	<p>Children with dyslexia and visual impairments to be able to access information delivered in class.</p> <p>Children with language difficulties to be able to access information at their own level and in a way that is meaningful to them.</p>		SENCO All staff
To further develop pupil voice and the ability for pupils to communicate their views to parents and professionals during the annual review process.	Use of Talking Mats prior to the meeting. Children to attend if appropriate to share their views verbally.	Child's voice to be captured to support the review process.		SENCO Class Teachers TA

Target	Strategy	Outcome	Time scale	Responsibility
<p>To sustain effective approaches to Communication & Interaction as part of teaching e.g. breaking down learning into small steps, use of high quality visuals with verbal explanations, ELKLAN approach.</p> <p>This works well for pupils with SEND and needs to remain a focus for high quality teaching, which meets the needs of all learners.</p>	<p>Colourful Semantics, Visuals and Makaton embedded throughout lessons.</p>	<p>Children will be able to fully participate in lessons and engage with their learning.</p>		<p>SENCO</p> <p>Subject Leaders</p> <p>Senior Leaders</p>

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three floors with two main staircases. We also have access to a fully working lift			
Corridor access	Newly built building has wide access on corridors with no obstructions	Corridors free from obstruction	Class teachers Phase leaders	Daily checks
Lifts	One available	Yearly maintenance checks	Site manager	Annual service
Parking bays	One disabled bay provided. Others reserved if necessary.	Reserve for children or adults if required	Head	In place
Entrances	All low level access with ramps. No steps upon entrance to building	Ensure they are in safe order and fully accessible		Weekly checks
Ramps	All entrances are sloping. No steps external to the building	Ensure maintenance- daily/termly checks	School caretaker	Weekly checks
Toilets	All floors have access to a disabled toilet Ground floor x2 First floor 2 staff toilets-1 disabled Second floor 2 adult toilets both disabled access	Ensure they are fully accessible and not used to store items.	Site manager Class teachers	Daily checks

Reception area	Low level counter	Maintain clear reception area	Admin staff	Daily checks
Internal signage	Low level signage. Emergency exits lit. Fob access low level	Add BOARDMAKER signage throughout the school	INCo Site manager	Daily checks
Emergency escape routes	On each floor there is a disabled waiting bay. All pupils needed a PEEP have them and adults are aware of the pupils. Evac chairs purchased for both floors Fire alarms are multi-sensory	Ensure areas are free from clutter and all staff have the appropriate PEEPs	Site manager JMc	Weekly walk around checks