

Accessibility Plan 2023-2026

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our school's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our school
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,

- respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing access for disabled pupils to the school curriculum

This 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.

- Due regard is given to considerations for access to all school visits and in school learning opportunities. Every effort is made to adapt provision accordingly to enable all pupils to participate, where it is safe to do so.
- Class teachers work closely with the SENDCo to develop bespoke curriculum planning for individuals, as appropriate.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Due regard is given to considerations for access to all when planning physical changes to the physical environment
- Adaptations and adjustments to the physical environment are made in consultation with the family and appropriate professionals, such as an occupational therapist, on an individual basis
- Recent adaptations have been made to increase access in our forest school area for all pupils and adults. Replacement of the bridge and an adapted dipping platform at the pond have been installed. This is an ongoing project. Access to playgrounds and outside areas from inside the school building have been improved where the physical constraints of the school site allow.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils and parents available to disabled pupils and parents. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of an individual's disability and pupils' and parents preferred formats and be made available within a reasonable time frame.

- A note on our regular school newsletter indicates how parents can access alternative formats. This is sent in a PDF version to allow all users to increase the size of the information sent out.
- Our dyslexia friendly classroom checklist, identifies a number of adaptations that can be made including with a focus on delivery of written information.

Financial Planning and control

The head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To continue to maintain and improve upon safe access for all children, staff and visitors.	Ensure steps are appropriately and clearly marked with yellow paint, updating as and when necessary.	SBM	Long-term	Annually	Stage One complete February Half Term 2021. Stage Two due to be completed Summer 2021. These have been repainted in Summer 2021 and in Summer 2023.
	Create a resource list for staff with information about potential targeted use of physical support equipment.	SENDCo	Short-term	Dec 2023	Shared with staff during SEND CPD sessions and emailed Summer 2023.

	Ensure that there are sufficient supplies of resources such as wobble boards, sloped writing boards, coloured overlays, a range of pencil grips and spring loaded scissors for staff to access for use with children.	SENDCo	Long-term	Annually	Stocks have been maintained in terms of SEND resources and a proportion of the SEND budget is used each year to plug any resource gaps.
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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure that training for staff around supporting children with additional needs is strategic in the long term and responsive in the short term.	A long term CPD plan specifically focusing on SEND is created and used to plan for appropriate training.	SENDCo	Long-term	Three year rolling	Initial programme established jointly between PINS and PJS. Covid has impacted on the availability of staff CPD time and so this is yet to begin in this form. CW to meet with SG and NS to re-create a rolling CPD SEND plan that meets the development needs of the school.
	Annually update whole school provision maps.				SEND CPD Spring 2022 CW to ensure that these are updated before the end of Summer 2023 – Still outstanding

	Include these whole school provision maps in the development of packs of information for specific areas of need including ASD, Dyslexia, Sensory and Physical, Speech, Hearing and SEMH that are regularly used by staff.				
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Access to information, advice and guidance - statutory				
Accessibility Outcome	Action to ensure Outcome	Who responsible	Time Frame	Notes
To improve accessibility of information shared between school and home	Develop versions of some standard documents which use more basic language and structure. Easy Read is one system that can be used for this.	Head and SBM	Long-term	Outstanding. Would need a discussion with staff as to which documents would be beneficial to get quotes for. Discussions with parents has resulted in this not being requested so far.
	Consider use of EAL County Services, where appropriate, including for initial family assessments.	SENDCo	Long-term	EAL service contacted who recommended Google Translate to be used with families. Google Translate added to school website. CW and CC completed EAL training in Summer 2022
	Support staff in asking parents and carers about their need for adaptations and adjustments with written communication.	Head	Long-term	Parents are asked at parents' evenings if they require any additional support if it becomes apparent some might be required.
	Add audio clip on school website to identify ways in which families can access information in different formats.	SBM	Short-term	Outstanding.