

PERRYFIELDS PRIMARY PRU



ACCESSIBILITY PLAN

Review Date	Reviewed Date	Reviewer	Approved by:
September 2016	October 2016	Resources and Pay Sub Committee	Management Committee 18.10.2016
September 2019	October 2019	Resources and Pay Sub Committee	Management Committee 22.10.2019
September 2022			

The Purpose of this Plan

This plan shows how Perryfields Primary PRU intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The 3 areas to be considered in this action plan are:

1. Improving Education & related activities

The school will continue to seek and follow the advice of external services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

2. Improving 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 and colour schemes, and more accessible facilities and fittings.

3. Improving the Provision of information

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

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if required	Differentiation focus - 2017 Dyslexia focus – 2018 ASD focus – 2019	Headteacher SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation. Improved attainment outcomes for all groups of pupils.
Use ICT software to support learning	Make sure software installed where needed	As required	Headteacher ICT Subject Leader SENCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	Headteacher EVC Leader SENCO Classteachers	All pupils in school able to access all educational visits and take part in a range of activities
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English School office will support and help parents to access information and complete school forms	During induction On-going	School Office	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an	Provide suitably enlarged, clear print and use matt laminates for pupils	As required	SENCO	Excellent communication. Ongoing

appropriate format	with a visual impairment			appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce appropriate, supportive resources for pupils
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included Improved pupil attainment outcomes
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the IEP/EHCP process when required Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment process	As required Induction and on-going if required	Headteacher SENCO	IEP/EHCPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Management Committee Headteacher Place Partnership	Access for all
Ensure access to reception area for all	Wheelchair and Automatic Door access to the front of the school	As required	Management Committee Headteacher	Disabled parents/carers/visitors feel welcome

			Place Partnership	
Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges	On going and as required	Headteacher Place Partnership	Visually impaired people feel safe in school grounds and in school buildings
Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	Headteacher	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure hearing and visual environment in classrooms is installed to support hearing impaired and visually impaired children	Seek support from SEN Services and NHS	As required	SENCO	All children have access to the appropriate environment

