

Perryfields Primary PRU



ACCESSIBILITY PLAN 2023-2026

Review Date	Developed and Reviewed Date	Reviewer (Who?)	Approved By Name and Date
October 2020	October 2020	Resources and Pay Sub Committee	Management Committee 22.10.20
February 2023	January 2023	Resources and Pay Chair and SEND, Health and Safety Governors SLT	Management Committee 28.03.2023
February 2026			

Minutes Reference	28.03.2023
Signature of Chair	

1. Statement of intent

This plan outlines how Perryfields Primary PRU aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Management Committee also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

2. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
 - The Special Educational Needs and Disability Regulations 2014
 - Education and Inspections Act 2006
 - Equality Act 2010
 - Education Act 1996
 - Children and Families Act 2014
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- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy Statement
- Special Educational Needs and Disabilities (SEND) Policy
- Inclusion Policy
- Admissions Policy
- Behaviour and Relationships Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Data Protection Policy

3. Roles and responsibilities

3.1 The Management Committee will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

3.2 The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

3.3 The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

3.4 Staff members will be responsible for:

- Acting in accordance with this plan at all times.
 - Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
 - Ensuring that their actions do not discriminate against any pupil as a result of their disability.
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4. The Accessibility Audit

4.1 As part of the monitoring schedule, the Operations Manager, headteacher and Management Committee will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

4.2 When conducting the audit, they will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

4.3 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in adapting the curriculum to meet the pupil's personal needs	Be aware of staff training needs on curriculum access Assign CPD for personalising	Ongoing	Headteacher SENCO	Raised staff confidence in strategies for personalising learning and meeting pupil's needs

	<p>learning – eg Autism, ADHD, Dyslexia, mental health trauma</p> <p>Adapted and flexible school environment and teaching, learning and assessment strategies</p> <p>Online learning modules if required</p>			Improved achievement (attainment outcomes and progress) for all groups of pupils.
Use ICT software to support learning	Make sure software installed where needed	As required	Headteacher Computing Subject Leader SENCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	<p>Develop guidance for staff on making trips accessible</p> <p>Ensure each new venue is vetted for appropriateness</p>	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

Planning duty 2: Physical environment

Target	Strategies	Time-scale	Responsibility	Success Criteria
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/PSP and EHCP process when required	<p>As required</p> <p>Induction and ongoing review of risk assessments if required</p>	Headteacher Operations Manager SENCO	<p>IEP/EHCPs in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel</p>

	<p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Consider access needs during recruitment process</p>			<p>confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	<p>Management Committee</p> <p>Headteacher</p> <p>Operations Manager</p> <p>Worcestershire County Council</p>	Access for all
Ensure access to reception area for all	Wheelchair and Automatic Door access to the front of the school	As required	<p>Management Committee</p> <p>Headteacher</p> <p>Operations Manager</p> <p>Worcestershire County Council</p>	Disabled parents/carers/visitors feel welcome
Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges	On going and as required	<p>Headteacher</p> <p>Operations Manager</p> <p>Worcestershire County Council</p>	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	As required	<p>Headteacher</p> <p>Operations Manager</p> <p>Worcestershire County Council</p>	All disabled pupils and staff working alongside are safe in the event of a fire

	in relation to disabled pupils			
Ensure that disabled pupils have access to appropriate toilet and bathroom facilities	Induction to include arrangements for use of disabled toilet facility	As required	Management Committee Headteacher Operations Manager	Disabled pupils have access to toilet and bathroom facilities
Ensure outside and inside areas are lit appropriately.	Upgrade current lighting to LED and/or a better specification.	Budget year 2023-2024	Management Committee Headteacher Operations Manager	All external and internal areas are well lit. Staff wellbeing audit indicates that there are no concerns over external lighting.
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

Planning duty 3: Information

Target	Strategies	Time-scale	Responsibility	Success Criteria
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	During induction Ongoing and as required	Operations Manager School Office	All parents receive information in a form that they can access All parents understand

	help parents to access information and complete school forms			what are the headlines of the school information
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
School website is not accessible to children with visual impairments	Alongside website provider identify and implement opportunities for voice transcripts and/or videos Staff to ensure pupil has support accessing the website in school	As required	Headteacher Operations Manager Computing Subject Leader Website Provider	Website is fully accessible
Hearing impaired pupils have access to portable induction loops.	Purchase portable appliances and provide staff with training in how to use them.	As required	Headteacher Operations Manager	Hearing impaired pupils have access to the full curriculum and are supported with their learning.