



Safe, happy &
successful together.

ACCESSIBILITY PLAN

2018 - 2021

Reviewed By	
Reviewed During	
Approved by Governors	
To be Reviewed	



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Guiding principles

The school recognises its duty under the Disability Discrimination Act (DDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to discriminate against disabled staff within recruitment procedures, training or promotion opportunities
- not to treat disabled pupils / staff less favourably
- to take reasonable steps to avoid putting disabled pupils / staff at a substantial disadvantage
- to publish an Accessibility Plan.

Pinner Park Primary School is committed to equal opportunities and we hold the belief that every individual within the school community should have equal access to the provision available in our school. We believe in creating an atmosphere where each member of the school feels equally valued and secure. Positive behaviour, attitudes and actions are actively promoted and any that devalue another person or group are unacceptable in this school.

At Pinner Park Primary School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.

All pupils are entitled to an education that enables them to:

- achieve their best
- become confident individuals living fulfilling lives, and

- make a successful transition into adulthood, whether into employment, further or higher education or training.

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

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.

The school will make reasonable adjustments that have been identified to support specific need. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Teachers adapt the curriculum plans and differentiate teaching and learning to meet the needs of every child in their class.</i></p> <p><i>Appropriate resources are available and easily accessible for all children, specific resources are provided for children who require further support.</i></p> <p><i>A range of interventions are provided, adapted and devised to ensure children's needs are met.</i></p> <p><i>A range of curriculum resources are used which include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p>	<p>Quality First Teaching is strong within the classroom ensuring all learners access the curriculum to the very best of their ability.</p>	<p>Provide a range / series of training for all staff on specific strategies eg use of picture prompts, coloured paper / acetate overlays, enlarged texts, hand gym / Fine Motor Skills activities etc</p> <p>Produce bank of resource and activity ideas to support staff planning.</p>	<p>Leadership Team</p> <p>Inclusion Team</p> <p>Classteachers</p> <p>Inclusion Team</p>	<p>July 2019</p> <p>Dec 2018</p>	<p>Classteachers plan for specific needs of individuals and groups in their class.</p> <p>Individuals and groups carry out specific and / or adapted tasks within their classroom.</p> <p>Children make progress from their starting point in relation to their needs.</p>
	<p><i>Trips are planned ensuring equal access for all, with adaptations or special arrangements made to ensure this (as far as is reasonably possible).</i></p> <p><i>Adaptations for statutory assessments are made, when appropriate, following the official guidelines and adapted papers ordered when needed for specific children.</i></p>	<p>Curriculum 'Intervention Programmes' and 'additional support' are maintained as staff numbers are</p>	<p>Plan the 'timetabling' of non-class based teachers and support staff to ensure best use of time.</p>	<p>Assistant Head Inclusion</p> <p>Assistant Head</p>	<p>Sept 2018</p> <p>Oct</p>	<p>Children with SEN Support Plans and / or identified needs requiring input beyond that provided in class, access</p>

	<p><i>Advisory teachers and agencies are consulted with regards to children with specific needs to provide resources, strategies and techniques as appropriate – hearing impaired, visually impaired, Autistic Spectrum Disorder etc</i></p> <p><i>Referrals are made to the Tuition Services when children are unable to attend school for more than 2 weeks due to a disability.</i></p> <p><i>Parents are given a ‘Disabilities Questionnaire’ to complete when their child starts the school to enable them to confidentially inform the school of any personal issues that may affect their child’s attendance at school or their involvement in their child’s learning. Provision is then made where possible:</i></p> <ul style="list-style-type: none"> • <i>deaf signer for meetings and performances</i> • <i>verbal information sharing from letters, forms etc</i> • <i>disabled parking arrangements</i> 	<p>reduced due to funding ensuring children’s needs are met.</p>	<p>Skills audit of support staff to allocate activities to most appropriately experienced staff.</p> <p>Provide on-going training as needs are identified.</p>	<p>Inclusion</p> <p>Inclusion Team</p>	<p>2018</p> <p>July 2019</p>	<p>tailored teaching.</p> <p>A wide range of Intervention and additional support groups / 1:1 work are available for children as and when needs are identified.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The indoor and outdoor environment is accessible to all as far as is possible and adaptations / reorganisations are made as needed.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Steps clearly marked with yellow lines • Textured surfacing leading up to doors • Automatic front doors with low level pad exits • Low level Reception desk window • Corridor width • Disabled toilets 	<p>Building projects incorporate requirements to ensure easy, secure access for all.</p>	<p>Incorporate requirements at the planning stage, ensuring reasonable adjustments are made including costings.</p>	<p>Leadership Team</p>	<p>At initial planning of building works.</p>	<p>The school is as accessible as physically possible for all.</p>

	<ul style="list-style-type: none"> • Classroom layout • Lift to all floors in Junior building • Disabled parking bays <p><i>An Accessibility Impact Assessment is carried out for the initial planning of any works.</i></p>					
Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations are used in class as prompts 	<p>Pictorial / symbolic representations are used on all new signs / notices around school (widget symbols).</p>	<p>When new notices / signs are ordered, ensure they include 'widgets' where possible.</p> <p>Inform staff that any notices / signs being made should contain 'widgets' where possible.</p> <p>Buy in software to provide a bank of 'widgets'.</p>	<p>Leadership Team</p> <p>Site Supervisor</p> <p>Leadership Team</p> <p>Assistant Head Inclusion</p>	<p>Dec 2018</p> <p>Dec 2018</p> <p>Dec 2018</p>	<p>All staff are aware of what 'widgets' are, understand the value and use them when required.</p> <p>Bank of 'widgets' available and accessible to staff.</p> <p>Signs and directions made in school have 'widgets' on.</p> <p>Bought in signs include standard 'widgets'.</p>
		<p>Visuals are used within the classroom as part of standard practice.</p>	<p>Training for all staff on the use of visual timetables and prompts to support a range of needs eg hearing impaired, ADHD, ASD, EAL etc</p>	<p>Leadership Team</p> <p>Inclusion Team</p>	<p>Dec 2018</p>	<p>All staff use visuals as standard practice within their classrooms when talking about rules, routines and 'the day'.</p> <p>Planning and lessons incorporate visuals to support learning,</p>

						<p>provide 'memory joggers' and scaffold activities.</p> <p>Bank of visuals available on the school network.</p> <p>Suggestions and resources available for reference.</p>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- PPPS SEND School Information Report
- SEND Policy
- Single Equality Policy 2017-2020
- Supporting Pupils with Medical Needs Policy