



Pennoweth Primary School

Accessibility Policy & Plan

Reviewed: March 2022

Next review date: March 2023

Intended impact

To help ensure that every Pennoweth pupil has the best possible access to the school's facilities and resources.

Overarching principles

- We are fully committed to Pennoweth school being as inclusive as possible, so that every child can reach their full potential. 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. 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 commitment applies to all elements of our provision – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.
- The school's accessibility plan will cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on identified issues.
- We also aspire to our school being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities and aim to engender this

Compliance with the Equality Act 2010 is consistent with Pennoweth's aims and equal opportunities policy, and the operation of our SEND policy. Pennoweth School recognises its duty to:

- not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- liaise with parents to discuss the most suitable support for their child
- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish an Accessibility Plan.

Pennoweth school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Pennoweth provides all pupils with a broad and balanced curriculum, differentiated and



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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:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities

Pennoweth will continue to seek and follow the advice of services such as Educational Psychologists, Physical and Medical needs advisory service and Specialist Provisions, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Pennoweth will take account of the needs of pupils and visitors when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to discuss individual needs with all pupils and parents on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate. We are continually reviewing teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

Pennoweth Primary School will make itself aware of local services for providing information in alternative formats when required or requested.

Roles & responsibilities:

- Pupils and parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion
- The school will: develop, maintain and keep under review a relevant and appropriate accessibility plan
- The school's governors will: provide scrutiny, support and challenge to the school's senior leaders on the accessibility plan and its implementation

We will continue to include a range of stakeholders in the development of this accessibility plan over time, including pupils, parents, staff and governors. The 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.

How this relates to national guidance & requirements



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Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of Schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:

- increasing disabled pupils' ability to participate in the school's curriculum
- improving the physical environment of the school so disabled pupils can take better advantage of the education, benefits, facilities and services on offer
- improving the availability of accessible information to disabled pupils

Our schools' actions in relation to the public sector equality duty and equality objectives are also relevant here – see our separate equalities statement and objectives.



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Priority Target	Actions	Timescale	Cost/ Budget	Responsibility
Maximising the extent to which pupils can participate in the school curriculum	<ul style="list-style-type: none"> • Staff aware of pupils' individual needs through the use of APDR and support plans. • Ensure relevant pupils can access the curriculum by employing and using trained staff. • Effective use of equipment to promote learning where appropriate • Curriculum Planning makes provision for all pupils • Lessons address a variety of learning styles and are scaffolded appropriately to ensure inclusion. • Monitoring of pupils to ensure significant progress is made through pupil progress meetings. • School visits and extra curriculum clubs are accessible to all pupils regardless of attainment or impairment. • Ensure that all staff planning off-site trips are aware of the Equality Act requirements • Staff support with writing risk assessments for day trips and residential trips where needed. Individual risk assessments completed where appropriate. • Inclusive PE equipment to be used regularly to ensure all children can participate in sessions 	<p>On entry As required Ongoing</p> <p>As required Ongoing Ongoing</p> <p>Termly</p> <p>As required</p> <p>As required</p> <p>As required</p> <p>Ongoing</p>	Staff time/ School Budget Plus PE funds	All staff.
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;	<ul style="list-style-type: none"> • Teaching staff are given the opportunity to raise Health and Safety concerns weekly during staff meetings and leadership meetings. • Support staff are given the opportunity to raise Health and Safety concerns fortnightly during staff meetings and leadership meetings. • Meetings with parents of children with SEND address key factors such as environment and changes are made accordingly where possible. 	<p>Weekly ongoing</p> <p>Fortnightly ongoing</p> <p>Termly</p>	School budget to cover staffing for meeting	All staff



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To meet regularly with parents to ensure needs are being met.	<ul style="list-style-type: none"> • Termly SEN updates for all children on School Support or with an EHCP. Targets are evaluated and SENDCO ensures all needs are being met, including physical needs. • EHCP applications are written in a timely fashion, in liaison with parents. • Referrals to outside agencies are completed alongside parents and recorded on the child's chronology. • Termly H&S inspections. • Annual reviews held yearly with both parents and external agencies for children who have an EHCP. • Suggested support and strategies from external agencies is always followed up in school and fed to class teachers and TAs i.e. speech therapist targets, OT targets, physiotherapy. All reports and suggestions are recorded onto the child's chronology. 	<p>Termly</p> <p>As required</p> <p>As required</p> <p>Termly Annually</p> <p>As required</p>	Staff time/ Trained SENDCo	<p>SENDCo, Class teachers, TAs</p> <p>SENDCo</p> <p>SENDCo Premises Manager SENDCo</p> <p>SENDCo. Class teachers, TAs</p>
To improve communication for children with communication needs (EAL / ASD)	<ul style="list-style-type: none"> • Visual timetables in place in each classroom, although these may look different from year group to year group as the children get older. • Individual visual timetables available for children who need to know what is happening throughout the day to help reduce anxiety. • Social stories are used regularly to help children with ASD understand key events/difficulties. • Use of Now and Next boards for individual children. • Traffic light lanyard symbols used where necessary. 	Ongoing for all	Staff time to make resources	SENDCo, class teachers and TAs
Ensuring access for all pupils to all areas	<ul style="list-style-type: none"> • Due focus upon access for all pupils when considering the redesign of school play areas (including plans for 'open access' to various areas of the site for all children) • Current building project design includes consideration of individual pupil needs (including specific changing and toileting facilities) 	Ongoing	Budget as required to facilitate access - consider in development plans	HT, Premises Manager



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Review of information to parents/carers to ensure accessibility	<ul style="list-style-type: none">• Review all communications to ensure that 'simple' English is utilised and no acronyms are included• School office / Pastoral team to provide support and help to parents to access information and complete school related forms when required (offer to be incorporated to information disseminated)• Continue to review communication channels to parents to ensure that all can access information (use of website, blogs, twitter, Marvellous me, phone calls for visually impaired)	Ongoing	Staff time to support as required	All staff, Pastoral Manager
Ensure that information is available in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	<ul style="list-style-type: none">• Access to translators / sign language interpreters to be considered and offered when needed	Ongoing	Budget for translator if required	HT