



Accessibility Plan 2022-25

Delegated approval required from: FGB

Approved on 17th May 2023

Review frequency: Annual review of 3-year plan

For Review: May 2024

Rationale

The purpose of this plan is to show how Pensford Primary School intends, over time, to increase the accessibility of our school for disabled pupils. It has been written in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.”

Definition of Disability

Disability is defined by the Equality Act 2010: “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 Objective To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the Equality Act is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s SEND policy;
- The school recognises its 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 and staff will have regard to the Equality Act 2010;
- The 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;

• The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the Pensford Primary School Curriculum, 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

The school will continue to seek and follow the advice of LA services, such as appropriate health professionals from the local NHS Trusts/social enterprises as well as SEN services from the Partnership Trust.

b) 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.

c) Provision of information

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

Action Plan

See below. Note that the planned outcomes are in place for a 3-year plan, and the rest of the action plan statements will be completed annually.

Audit of previous plan (2018-2021)

Planned outcomes	Impact
All pupils have access to a rich and exciting curriculum at an appropriate level	The school's revised curriculum contains increased emphasis on diversity and cultural awareness. For example, weekly assemblies focused on a global perspective are delivered by the Senior teacher; Black History Month is celebrated in a more systematic and pre-planned way, with different historical figures being learned about in different ways; new house representatives have been elected by children from a range of cultural backgrounds; charity events such as Comic Relief and Children in Need continue to be supported, alongside the children learning about how these charities support children with physical disabilities as well as a wide range of other needs. The introduction of the SCARF curriculum has also provided high quality resources for teachers to use when teaching PSHE, including resources to support the teaching of equalities issues. The SCARF curriculum is delivered weekly in all classes, thanks to the introduction of a specific time slot (Wednesday mornings).
All pupils and parents are able to access information from the school in an appropriate and accessible format	Information from school is now almost exclusively in electronic format. Parents with visual impairments can access this through technical features on their devices to enlarge/ clarify the print. Currently there are no parents or carers who have difficulty with reading, but face to face appointments are always possible for parents in any case. Parents evenings are now a blend of in-person and online meetings and parents can choose the format that suits them. This

	History, Geography and RE curriculums			celebrated and adhered to across the school.
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Information				
Outcomes	Description of development actions	Resources required	Lead responsibility	Outcomes
All pupils and parents are able to access information from the school in an appropriate and accessible format	<ul style="list-style-type: none"> • Feedback on work is to be given in verbal or written feedback according to the age and ability of the pupil (see feedback and marking policy) • Tests are to be modified if necessary (statutory modified tests will be used wherever appropriate) • Communication to parents with English as an additional language may be in their first language; Class Dojo/ Google Translate can be used as a tool for translation provided communication is written in simple sentences. • Similarly, text-to-speech software and other accessibility tools are likely to be available to parents to aid with written communication but school will support with providing this where possible. 	<p>Class teachers/TAs</p> <p>Teacher time, resources as needed</p> <p>Class Dojo</p> <p>Translator and class teacher if appropriate</p>	<p>All class teachers</p> <p>Assessment Lead</p> <p>All staff using Dojo</p>	<p>Feedback and marking policy is appropriate and adhered to.</p> <p>When carrying out statutory assessments, appropriate access arrangements are used. These are not always in place for non-statutory assessments though, due to lack of resources.</p> <p>Currently no parents require a translation facility, but it is there to be used.</p>

	<ul style="list-style-type: none"> If family members/ friends are not available for translation at face-to-face or remote live meetings with parents, and parents are not able to source and pay for their own translator, school will seek a translator wherever possible 			
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Physical Environment				
Outcomes	Description of development actions	Resources required	Lead responsibility	Outcomes
	<ul style="list-style-type: none"> 			

Accessibility Action Plan 2023-2024

CURRICULUM				
Outcomes	Description of development actions	Resources required	Lead responsibility	Outcomes
<p>Impact of the curriculum in enhancing pupils' understanding and respect for diversity will be evaluated.</p> <p>Updates in Keeping Children Safe in Education will be built in to this year's curriculum.</p>	<ul style="list-style-type: none"> Carry out regular pupil surveys/ pupil voice monitoring to find out the impact of the curriculum on increasing children's awareness and appreciation of diversity. As part of development in becoming a dyslexia-friendly school, teach children about the condition, promoting tolerance and 	<p>Time for PSHE leader</p> <p>Materials and training provided by BANES that support us becoming a model dyslexia-friendly school.</p>	<p>PSHE Leader (RR)</p> <p>SENDCO (JC)</p>	

	<p>understanding without using a deficit model</p> <ul style="list-style-type: none"> As appropriate, take a similar approach to supporting children's understanding of other conditions eg ADHD and Autism 	Appropriate resources to be sourced		
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Information				
Outcomes	Description of development actions	Resources required	Lead responsibility	Outcomes
Maintain high quality communication and take account of any additional needs new parents and children have.	<ul style="list-style-type: none"> Ensure that appropriate access arrangements are in place for non-statutory core curriculum assessments as well as statutory ones. 	Additional TA, office staff and volunteer hours at key times of the year;	Headteacher	

Physical Environment				
Outcomes	Description of development actions	Resources required	Lead responsibility	Outcomes
Visibility of lines in playgrounds for safe and inclusive sport will be improved	<ul style="list-style-type: none"> Lines on football/netball pitch to be repainted in high visibility colours Yellow lines on steps to be repainted and expanded to all stepped access to the school. 	Caretaker hours; appropriate paint.	Headteacher	

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CURRICULUM				
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Impact of the curriculum in enhancing pupils' understanding and respect for diversity will be increased.	•			
Updates in Keeping Children Safe in Education will be built in to this year's curriculum				

Information				
Outcomes	Description of development actions	Resources required	Lead responsibility	Outcomes
Use of technology will be evaluated and adapted according to parent, pupil and staff needs in 2024-25.	•			

Physical Environment				
Outcomes	Description of development actions	Resources required	Lead responsibility	Outcomes
The school's aim is to have moved to a modern, accessible site by September 2024.	•			