



## **Pirton Hill Primary School Accessibility Policy**

**Originated by:**  
**Ratified by Governors:**  
**Review date: January 2020**

### **1. Accessibility Policy and Accessibility Plan**

Pirton Hill Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **2. The Purpose of the Plan**

The purpose of this plan is to show how Pirton Hill Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. 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. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

### **3. Definition of Disability**

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

### **4. What will the Accessibility plan do?**

In accordance with the Act the plan focuses on three 'key areas':

- 4.1 increasing the extent to which disabled pupils can participate in the school curriculum
- 4.2 improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

4.3 improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- *Behaviour Policy,*
- *Equality and Diversity Policy*
- *Health and Safety Policy*
- *SEND Policy*
- *School Improvement Plan*

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

## Appendix 1 Pirton Hill Primary Accessibility Plan 2017-20

ACCESS TO THE CURRICULUM					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Develop inclusive, quality first teaching	All teaching staff	Information for teachers on differentiating and personalising the curriculum for pupils with additional needs	Staff meeting		Increased access to the curriculum. Needs of all learners met within reasonable adjustments. Lesson observations show that all children make progress within lessons
Appropriate use of specialised equipment to benefit individual pupils & staff	SENCo	Reasonable Adjustments in the Classroom Checklist to be shared with all staff (attached as Appendix 2). Commit to provide appropriate ICT resources to meet pupil need	Specialist equipment		Increased access to the Curriculum Needs of all learners met.
Parental and pupil feedback	SENCO	Questionnaire / consultation with parents of pupils with SEND.			Feedback used to inform future priorities and school improvement.

ACCESS TO THE PHYSICAL ENVIRONMENT					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Access into school, halls and reception to be fully compliant	Governors; HT; SBM	Prioritise areas for automatic doors	Site Staff; Contractors	Complete	Main entrances and buildings are fully accessible.
Improve signage to indicate access routes around school halls and reception to be fully compliant	HT; SBM; PM	Signs indicate disabled parking bays and wheelchair friendly routes around school. Provide access plan of building in reception area for visitors to school automatic doors based on consultation	Cost of signs, where needed	Complete	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.
Improve the quality of provision for children with specific emotional needs	HT; SENCO	Increase number of tranquil spaces within school for pupils with additional needs	H&S budget and SEN budget	Complete	All pupils who need access to a tranquil space or Safe Space due to emotional needs have a designated space (described in Individual Learning Plan or Behaviour Support Plan).
Safe access around exterior of school	SBM; PM	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in grounds maintenance contract	Complete	Disabled people to move unhindered along exterior pathways.
Disabled parking	SBM; PM	Ensure disabled parking spaces are always available for those parents and pupils	None	Complete	Disable badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.
Outdoor sensory provision		Develop outdoor areas in terms of seating, quiet time and sensory stimulation		In part	Outside areas used more effectively to increase access for pupils

ACCESS TO WRITTEN INFORMATION					
Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Improvements to help those with hearing loss		Hearing loop fitted in main reception.	Cost of hearing loop	Depending on need	Communication improved for pupils, parents and visitors with a hearing impairment.
Availability of written material in alternative formats		All staff and parents aware of services available for requesting information in alternative formats.	Contact details & cost of translation / adaptation		Written information available in alternative formats and languages, on request. All admin staff, parents and community users know how to access alternative formats.
Appropriate transport arrangements for educational trips	SBM; Class Teachers; Finance Assistant	Ensure relevant staff consider access arrangements when arranging educational trips	Wheelchair accessible minibus / private hire	Depending on need	Inclusion and engagement in available trips

## Appendix 2 – Classroom Risk Assessment

HAZARD	AT RISK	HOW	CONTROL MEASURES	RATING <i>high</i> <i>medium</i> <i>low</i>	COMMENTS / ACTIONS
<b>Classrooms</b>	Pupils, staff	Slips, trips and falls, electric shock, cuts	<ul style="list-style-type: none"> <li>Floor to be in good condition to prevent slips, trips and falls, not littered with bags and coats.</li> <li>Do not allow cables to trail across walkways.</li> <li>Mains outlet sockets to be in good condition not damaged or cracked in any way.</li> <li>No scissors to be left out in classrooms</li> <li>Replace damaged or broken glass in windows.</li> <li>Low level glass to be filmed or safety glass.</li> <li>Chairs and desks to be in a good condition.</li> <li>Class sizes to be risk assessed.</li> <li>Spillages cleaned up promptly.</li> <li>Rubber feet to be replaced regularly on classroom furniture.</li> <li>Actions logged for Site Staff to attend to.</li> </ul>	Low	<p>Staff aware of Health and Safety Policy.</p> <p>No actions outstanding.</p>