

Peckover Primary School



Accessibility Plan 2023/24

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Appendix 1: Accessibility audit

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

At Peckover Primary we have a vision that all children should be entitled to explore, discover and dream. At Peckover we have five core values which spell out the word PROUD: Perseverance, Respect, Opportunity, United and Do your Best. Pupils, adults and families are all encouraged and expected to treat others with courtesy and to make others feel good about themselves. Pupils and adults are encouraged to have an awareness of others needs and to identify that each and every one of us is unique and special in our own way.

The plan will be made available online on the academy website, and paper copies are available upon request.

Our academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The academy supports any available partnerships to develop and implement the plan. As an academy within the Brooke Weston Trust, we abide by the Accessibility Guidelines outlined in this document: Brooke Weston Accessibility Policy.

Our academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, 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.

This policy complies with our funding agreement and articles of association.

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	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with Special Educational Needs and Disability (SEND)	<p>Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with SEND. Targets are set effectively and are appropriate for pupils with additional needs through our Assess Plan Do Review (APDR) process. The curriculum is reviewed to ensure it meets the needs of all pupils. Assemblies reflect the inclusive values and ethos which Peckover Primary Academy promotes. Working closely with outside agencies to support teachers and TA's around resources and provisions that can better support our pupils. All teachers and TA's support pupils learning to the best of their ability and seek advice where needed from the SEND support Team. TA deployment is used to cover a mix of curriculum</p>	<p>To continue to develop our SEND Hub, Doves, to meet the children's needs who are in Doves class.</p> <p>To utilise our knowledge and skill set that we have gained through Meadowgate outreach support and the set up of Doves to mirror this SEND Provision in the Mainstream classroom that will ensure all children with SEND are happy, safe and successful.</p> <p>To gain more training in PECs.</p> <p>To develop and embed our own SEND curriculum and SEND assessment tracking system to fully support our children with SEND and clearly track progression and next steps.</p> <p>To further develop strategies, interventions and resources on how staff can further support children</p>	<p>Staff to observe in Doves so that staff can take certain aspects of Doves to implement within the mainstream classroom.</p> <p>To continue to work closely with the Local Authority, particularly the SEND team, around how we can further develop SEND in our School. The SEND team have developed a new system and are providing more group sessions for training for local schools in certain areas of SEND e.g. ASC, Dyslexia etc.</p> <p>To continue to liaise with Meadowgate for specialised advice, recommendations and support.</p>	C.Salter L.Tombleson K.Kendal L.Downham	Sept'24	<p>All staff to be confident on what strategies and resources to put in place for children with SEND</p> <p>All staff to be passionate regarding supporting SEND within the Mainstream setting.</p> <p>All staff to be more aware of further development of children working in the bottom 20%</p>

		who are working in the bottom 20%.				
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Improve and maintain access to the physical environment	<p>The school environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Disabled parking bays <ul style="list-style-type: none"> • Door guards • Trip hazards highlighted with high visibility paint • Toilet support in KS2 toilets for wheelchair users • Censored taps in KS2 toilets • Entrances in and out of school are accessible. • Wide corridors are 'clutter' free to prevent accidents and ensure all pupils safety. • Ramp between the KS1 playground and dinner hall as well as between KS1 playground and KS1 cloakrooms which lead to the KS1 classrooms. 	To continue to ensure that future site development and alterations both internally and externally are implementing best practice in accordance with the Equality Act 2010 and to promote inclusion of all pupils.	<p>All proposed school development projects will be looked at to ensure best practice is being implemented for accessibility in accordance with appropriate guidance. Alterations to site such as flooring, decoration and upgrading projects will implement best practice for accessibility in accordance with appropriate guidance. Regular Accessibility and Health and Safety walks to be completed with the Health and Safety Officer and Site Manager. Work with Occupational Therapy to consistently improve the learning environment for individual children e.g. table and chair</p>	<p>C.Salter K.Kendal J.Warren A.Burton H.Foad L.Downham</p>	<p>On going and will be reviewed regularly for any new children that start Peckover where adjustments to the setting will need to be made.</p> <p>Review Sept'24</p>	<p>All areas of the school are accessible to all pupils when required. Personal Emergency Evacuation Plans are regularly reviewed for pupils and adults with SEND. All school development projects ensure best practice is being implemented for accessibility in accordance with appropriate guidance.</p>
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	<ul style="list-style-type: none"> • The use of extension leads to support a child with a Tracheostomy. • Visuals signage around the School to support our children with ASC. • Braille signage around School to support children with VI. • Maglock doors to certain classrooms to keep children safe when dysregulated or heightened. • Dim lighting in certain classrooms to help children who are hyper sensitive to light. 		types/sizes and a range of other resources to ensure compliance with policies.			
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Improve the delivery of information to pupils with SEND.	<p>Our school uses a range of communication methods to ensure information is accessible for pupils with SEND. This includes:</p> <ul style="list-style-type: none"> • Enlarged print resources • Braille • Audio stories and resources • Interactive whiteboards • Symbol based communication systems. • The TEACCH approach • The use of PECs • Visual and Braille signage around School. 	All pupils, staff and visitors to the school are able to access information.	<p>Implement dictation software on to computer systems used with pupils with specific needs.</p> <p>Provide training for staff for the use of Clicker 8 which has been downloaded onto all electronic systems.</p>	C.Salter K.Kendal H.Foad J.Warren A.Burton E.Fletcher	Sept'24	Pupils, staff and visitors will have effective communication delivery and navigation around the school will be clear to all.
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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 Principal, in conjunction with the Health and Safety Link governor.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) clause 65
- Supporting pupils with medical conditions policy

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

Statement			
Key personnel/groups consulted about accessibility issues		Charlotte Salter (SENCo) Kate Kendal (Principal) Helen Foad (Health and Safety) Jon Warren and Adrian Burton (Site team) Louise Tombleson (Pastoral team) Lucy Downham (Doves SEND Lead)	
Actions approved on		Nov 2023	
Signed		Principal	
Review date		Nov 2024	
Participation and learning			
Question	Yes	No	Action required
Do staff have the necessary training to teach and support those with a disability?	X		All Teaching staff and Support staff access training regarding SEND and it is continually updated annually or when necessary. Pupils with specific disabilities and/or medical conditions have their needs detailed in Individual Care Plans or EHCPs and relevant staff members are trained as necessary.

Are there opportunities for all to achieve, including in music, drama and physical activities?	X	A fully inclusive curriculum is delivered to all pupils Peckover have previously worked with Meadowgate for outreach support and we are looking at developing our own SEND curriculum and SEND assessments.
Do staff recognise and plan for the additional time and effort needed by those with disabilities?	X	This is taken into account in all areas of the curriculum and extra time and support is given to children with SEND in line with statutory testing requirements e.g the use of scribes etc.
Are alternative experiences made available for those who cannot participate in particular activities given alternative experiences?	X	Alternative arrangements and activities are in place for any pupil who is unable to participate (i.e. short term disability – broken limb) In this instance, risk assessments are implemented.
Has ICT equipment been fitted with additional software/hardware to allow access by those with a disability?	X	Yes – all classes have up to date interactive smartboards and visualisers to support all pupils learning. Our pupil with VI also has all appropriate equipment including; Braille, Embosser, touch screen laptop, headphones and audio software downloaded on to his laptop. Some children throughout the School have access to their own laptop which has either been funded by School or through their EHCP from the ICT service.
Are outings and visits accessible to all?	X	Yes, where necessary additional adults or alternative modes of transport.
Do staff have high expectations for all?		Yes
Do all staff strive to remove barriers to learning and participation?		Yes
Are reasonable adjustments made where necessary, and is	X	Reasonable adjustments are in place where necessary. School will look into Audio Software.

there provision of auxiliary aids and services where need is identified?		
Design of the premises		
Question	Yes No	Action required
Is the layout accessible in:		
• learning areas	X	Classrooms are accessible. Open plan layout of the school means that there is space for safe movement for all.
• sporting areas	X	School hall, playground and astroturf are accessible for all.
• social areas	X	Dinner hall, pastoral and inclusion unit and playgrounds are accessible for all.
• play areas?	X	School hall, playground and astroturf and accessible for all.
Can wheelchair users move freely around premises?	X	Wide corridors and wide pathways outside ensure that wheelchair users can move freely.
Are toilet facilities sufficiently large to accommodate a hoist and changing bed if needed?	X	This is something that we need to consider as a school if the need arose.
Are showers available?	X	This is something that we need to consider as a school if the need arose.
Are pathways around the premises safe and well signed? Yes		Visual and Brailled signage around all parts of the School.

Are parking arrangements appropriate and safe for disabled access?	X	Two Disabled parking bays are available in school carpark near the entrance to the school.
Are emergency and evacuation systems appropriate for all?	X	PEEPs are in place for children who require one– staff who work with these children are aware. Regular practices are held and outcomes reviewed to ensure systems are appropriate for all.
Are alarms accessible to all (ie via flashing lights as well as sirens? No		Alarms are only audio. Flashing lights to be fitted to alarms if Peckover acquired a child who had a hearing impairment.
Are signs suitable for those with sensory impairment (ie using Braille, tactile surfaces, or audio)?	X	All visual signage has been Brailled throughout School.
Are signs clear and simple? Yes		Visual signage implemented around School with text and Braille beneath.
Does décor provide appropriate contrast and harmony for those with visual impairment, autism or epilepsy?	X	Contrasting edging on steps to be reviewed. Any problems with flickering lights or interactive whiteboards are reported and fixed immediately, suitable and varied backgrounds are used on IWB. Lighting within the classrooms is constantly reviewed to support any children who are hyper sensitive to light.
Are all areas well lit? Yes		
Are steps taken to reduce background noise for those with a hearing impairment?	X	Yes where appropriate.
Is furniture and equipment selected, adjusted and located appropriately?	X	Reception area has a wheelchair compliant counter. Further adjustments would be made where necessary and appropriate.

