



Potton Primary School

Accessibility Plan

Date plan last reviewed: March 2024

Signed by:

J Watts

21.03.2024

Headteacher

Date:

A Long

Chair of
governors

22.04.2024

Date:

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Statement of intent

This plan outlines how Potton Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Local Authority (LA) will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
<p>Increase confidence of all staff in adapting the curriculum, planning and delivery of lessons to meet the needs of all pupils, and ensuring staff have specific training as required</p>	<p>Be aware of staff training needs.</p> <p>Staff access appropriate CPD.</p> <p>Online learning modules if required.</p> <p>Teachers show adaptation in their planning and this is shared with Teaching Assistants who work with named pupils.</p> <p>Teachers and SENDCo work with outside agencies (eg SEND specialist services, Health professionals) to ensure a cohesive approach.</p>	<p>On-going and as required</p>	<p>SENDCo Teachers SLT</p>	<p>Raised staff confidence in strategies for adaptive teacher practice and increased pupil participation.</p> <p>Progress via adaptive teaching is evident from teachers' planning and the children's books</p>
<p>Inclusive classrooms across the school</p>	<p>Class teachers undertake sensory audits of their classrooms and follow specialist advice/ CPD (SEND Services and</p>	<p>On-going and as required</p>	<p>Teachers SENDCo</p>	<p>Low-stimulating, learning environments that facilitate calm and purposeful learning</p>

	<p>Occupational Health) to provide calm and purposeful learning environments</p> <p>Class teachers ensure specific advice in any Educational Health Care Plans regarding learning environments are followed and executed in their classrooms</p>			
Use ICT software to support learning	<p>Ensure software is installed where needed.</p> <p>Children have access to alternative forms of writing e.g. recordable whiteboards or are able to touchtype when necessary.</p>	As required	Computing Subject Lead Teachers SENDCo	<p>Wider use of SEND resources in classrooms</p> <p>Use of ICT is evident from teachers' planning and the children's books</p>
Use of resources to support children's self regulation and sensory needs	Class teachers follow specialist advice/ CPD (SEND Services and Occupational Health) to provide supportive resources for identified children with sensory needs	On-going and as required	Teachers SENDCo	Identified children effectively use resources with the support of staff when needed

	Class teachers ensure specific advice in any Educational Health Care Plans regarding SEND resources are followed and used effectively in their classrooms			
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure that each new venue is vetted for appropriateness Involve parents where appropriate	As required	Headteacher /EVC SLT Teachers SENDCo	All pupils in school able to access all educational visits and take part in a range of activities Risk Assessment details what is needed for specific pupils
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports	As required	PE Subject Leader	All to have access to PE and to be able to excel
Staff have increased awareness of Social Emotional and Mental Health (SEMH) across the school	Use Early Help Assessment to assess-plan-do-review around a child's needs.	Ongoing	School Family Support Worker Class teachers SENDCo	Raised staff confidence in strategies to identify and support pupils with SEMH issues

	<p>Identify any training needs for staff</p> <p>Support children and their families (where possible) with SEMH concerns / needs</p> <p>Class teachers build emotional literacy through the use of Making Me and Jigsaw PSHE curriculum resources</p> <p>Staff use restorative conversations to build emotional literacy and resilience</p> <p>Refer to Specialist Agencies when required.</p>			<p>Pupils comfortable to talk about their feelings and can co-regulate / self-regulate effectively</p>
--	---	--	--	--

Planning duty 2: Physical environment

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the needs of disabled pupils, staff, governors, parents/carers and visitors	<p>To create access plans for individual disabled pupils as part of the Assess-Plan-Do-Review (APDRO) or EHCP process when required</p> <p>Be aware of staff, governor and parent access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents and carers</p> <p>Consider access needs during the recruitment process</p> <p>Ensure staff are aware of the environment access standards</p>	<p>As required during induction and ongoing if required</p> <p>Recruitment process – as required</p>	SENDCo Headteacher	<p>APDRO in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Layout of the school to continue to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors	As required	Headteacher Governors Site Agent	Currently the building is useable for all

	Risk Assessments in place where required and life safety considerations applied			
Ensure access to reception area to all	Ensure area is clear Ensure maintenance of automatic doors when required	As required	Office Staff Site Agent	Disabled parent/ carers/visitors feel welcome Currently the reception is useable for all
Layout of the classrooms to allow access for all pupils	Consider most appropriate place for a child with SEND to work and design classroom layout to support their needs	As required	Teacher SENDCo	Classroom is suited to all pupils in its layout
Signage and external access for visually impaired people	Maintenance when required of contrast mark step edges	As required	Site Agent SENDCo	Visually impaired people feel safe in the school grounds
Ensure all pupils with SEND can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Reviewed each September	SENDCo Headteacher Teachers Teaching Assistants	All disabled pupils and staff working alongside are safe in the event of a Critical Incident.

<p>Ensure accessibility of access to IT equipment</p>	<p>When purchasing or planning fixed IT equipment and software ensure it is accessible for disabled pupils and staff</p>	<p>On-going and as required</p>	<p>Computing Subject Lead SENDCo Site Agent</p>	<p>Resources accessible and appropriate for the user</p>
<p>Ensure all school users with a hearing impairment are supported whilst on the premises</p>	<p>Seek support from hearing impaired unit on the appropriate equipment.</p> <p>Where possible, teachers to use subtitles/closed captions when showing video content to pupils.</p>	<p>On-going and as required</p>	<p>LA hearing officers/ Audiologists</p> <p>SENDCo</p> <p>Class Teachers</p>	<p>All children have access to equipment</p>

Planning duty 3: Information

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	<p>Provide information and letters in clear print and be easy to understand</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Staff are aware that there are different formats available to make communication accessible for all.</p>	<p>During induction</p> <p>On-going</p>	Teaching staff Office staff	All parents receive information in a form they can access
EHCP annual review information to be as accessible as possible	Regular communication with families to develop a relationship and ensure they are comfortable and informed, eg, Pupil Passports to reflect targets and strategies	On-going as required	SENDCo	Staff more aware of pupils preferred method of communications

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is March 2025. Any changes to this plan will be communicated to all staff members and relevant stakeholders.