



Pauntley C of E Primary School Accessibility Plan

Legislative Compliance

The Equality Act 2018

Definition of Disability:

You're disabled under the Equality Act 2018 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

The purpose and direction of the school's plan: vision and values

At Pauntley C of E Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Pauntley Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2018 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCO (Mrs Joanne Jones) has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:

Access to the school environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers	a) to create access plans for individual disabled children as part of the MyPlan process.	As required	SENDCO / class teacher	MyPlans/MyPlan+ are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Parents have full access to all areas of school. Volunteers are aware of needs of SEN children at all times
Ensure the school staff & governors are aware of access issues	b) to ensure staff and governors can access areas of school used for meetings	Ongoing process	Headteacher	
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	September each year	Headteacher/ Governors	
	d) Staff to share SENCO information with volunteers and support staff to ensure continuity of care for the children	Ongoing	SENCO	
Maintain safe	Check exterior	Ongoing checks	Site Supervisor /	Visually impaired people feel safe in

access for visually impaired people	lighting is working on a regular basis.		Health & Safety Committee	school grounds.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENDCO MyPlans. c) If a person uses a wheelchair they must be able to leave the building safely.	As required	Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily from any classroom
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from ATS on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child	Ongoing	SENCO/ Headteacher	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	OVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Ongoing	SENCO & PE subject lead	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum	Include specific			Gradual introduction

areas and planning to include disability issues	reference to disability equality in all curriculum reviews	Ongoing	SENCO/ Headteacher	of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available - especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages, if EAL pupils in school	Plans for a welcome sign in reception - need to decide which languages to use.	As required	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all.