



**Pondhu Primary School**

**Penwinnick Road, St.Austell, Cornwall. PL25 5DS**

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## **Accessibility Plan September 2022-2025**

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

### **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.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their 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 have regard to the Equality Act 2010
  - Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities, ○ respects the parents' and child's right to confidentiality
  - The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

- Ensure that the school offers a differentiated curriculum for all pupils
- Resources are tailored to the needs of pupils who require support to access the curriculum
- Ensure all pupils have access to the full curriculum experiences including participation in after-school clubs
- Progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs
- Curriculum is reviewed regularly to ensure it meets the needs of all pupils
- Seek advice from external services where necessary.

### **Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

- All staff maintain their awareness about ensuring the accessibility of the physical environment.

- Any new work on buildings and outdoor areas is fully in line with the Equality Act 2010.
- Health and Safety Audit monitors accessibility and medical needs and plans are put in place to make good any deficiencies.
- Provision is in place to ensure our setting is accessible to all, see also the Accessibility Audit (available on request).
- All equipment (which is in use) is subject to regular servicing.

The environment is adapted to meet the needs of pupils as required. This includes:

- Ramps
- Disabled parking bays
- Disabled toilets and changing facilities
- Library shelves at wheelchair-accessible height

### **Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.*

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Pictorial or symbolic representations
- Makaton friendly communication and print
- Use of AAC devices
- Use of overlays

### **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

## Accessibility Action Plan

<b>Compliance with the Equality Act</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>SEN information report linked to the local offer</b>	Ensure links are the most up to date.	SENDCo	Short Term	Summer 2024	
<b>Ensure all staff are aware of Equality Act, 2014.</b>	Share key points of the Equality Act, along with the Accessibility plan 2022 in staff and TA meetings.	Headteacher, SLT	Long	Annually	Include in staff INSET training

<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>To provide appropriate access to all users.</b>	Seek information on the needs of users and pupils. Facilitate access to designated accessible toilet and shower room, toilets for wheelchair users and those with mobility issues. Provide aids for those who are visually impaired – to meet needs.	Headteacher, SLT	Long	Annually	Environmental recommendations from the VI team shared with premises and staff team.

<b>Refresh the yellow line nosings on all steps / changes in heights of flooring to ensure they are highly visible to pupils/visitors with vision impairment.</b>	Caretaker to refresh yellow lines as required.	Caretaker	Medium term	Annually Summer Term	Environmental recommendations from the VI team shared with premises and staff team.
<b>Survey of the site to identify areas where a dropped kerb or a ramp is required to ensure accessibility.</b>	Raise with premises team. Seek contractors to complete.	Headteacher	Short Term	Spring 2025	Raised with premises team through accessibility checklist
<b>Ensure that all classrooms are accessible to vision and hearing impaired, where required.</b>	<ul style="list-style-type: none"> <li>• SENDCO to observe/ monitor environment.</li> <li>• Meet with teachers and TAs of children with hearing impairments.</li> <li>• Discuss strategies/solutions.</li> <li>• Use toolkit for services.</li> <li>• Where necessary seek advice from Vision and Hearing Impairment Teams.</li> </ul>	SENDCO	Short term and then as necessary.	Autumn 2024	
<b>Ensure Personal Evacuation Plans (PEEPs) in place where necessary and reviewed regularly.</b>	<ul style="list-style-type: none"> <li>• Identify any new pupils / staff requiring PEEPS.</li> <li>• Review any current PEEPS annually.</li> </ul>	SENDCO, Caretaker Class teachers	Short term then review as needs change.	Autumn 2024	

**Ensuring inclusion in the school community**

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
<ul style="list-style-type: none"> <li>• <b>Ensure all pupils have access to the full curriculum experiences including participation in after-school clubs</b></li> </ul>	<ul style="list-style-type: none"> <li>• Quality First Teaching supported by Great Teaching Toolkit.</li> <li>• Continue to identify any limiting factors to any planned activity and where practicable, provide an alternative activity of similar nature.</li> </ul>	SENDCO SLT Class teacher	Long Term.	July 2025	
<ul style="list-style-type: none"> <li>• <b>Cover staff, including supply teachers are clear about the additional needs of pupils and how to meet those needs.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Clear class profiles to be created for all classes to be shared with supply teachers / class cover.</li> <li>• SEND folders contain information about all children with additional needs, including PEEPS, passports and coregulation plans.</li> </ul>	SENDCO Class teachers	Short term, then ongoing.	July 2024	
<ul style="list-style-type: none"> <li>• <b>To ensure staff are appropriately trained</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that staff are properly trained to provide for children with disabilities such as dyslexia, ASD, ADHD, down syndrome, diabetes and other medical conditions.</li> </ul>	Headteacher, SLT, Class teachers, Support staff	Long	Ongoing	

<ul style="list-style-type: none"> <li>• <b>To increase support for parents of children with a disability</b></li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the school prospectus and website information contains information regarding accessibility.</li> <li>• Monthly meetings for parents of children with SCDs with autism champion.</li> <li>• Parental support through PSA as required.</li> <li>• Termly meeting with parents of SEND children to discuss SEN support plans and progress towards targets</li> </ul>	SENCO. Headteacher, Teachers	Medium	Termly	
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<b>Access to the curriculum - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>To ensure all pupils have full access to trips and extra- curricular activities.</b>	Risk assessment prior to trips. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities. Continue to review policy on supporting children in school with medical needs.	Headteacher, SLT, EVC, Teachers	Short	When appropriate.	

<b>All out-of-school activities are planned to ensure the participation of the whole range of pupils.</b>	Review all out-of-school provision to ensure compliance with legislation. All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Headteacher, SLT, EVC, Teachers	Short	When appropriate	
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<b>Access to information advice and guidance - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
<b>For information to be available in different formats and languages</b>	<ul style="list-style-type: none"> <li>• Parents and carers to be aware that hard copies of information are available if they do not have access to the internet.</li> <li>• Interpreters available for new parents or key meetings where parents or staff indicate this is necessary.</li> </ul>	Office manager SENDCO	Short term	Ongoing	Explore use of 'easy read'
<b>Website is compliant with all statutory information available and up-to-date</b>	<ul style="list-style-type: none"> <li>• Review website termly and update information accordingly</li> </ul>	SLT	Medium	Ongoing	

Review date: September 2025