



Pimperne CE VC Primary School

Accessibility Plan 2022-2025

Signed by:

FCWaller

13/10/2022

Headteacher

Date:

JTorrance

13/10/2022

Chair of governors

Date:

Last reviewed: 22 September 2022



'As each one does their part, we grow in love'
Ephesians 4 vs.16



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 Pimperne Primary 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 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

	Issue	What	Who	When	Outcome	Review
Short term	Improve pupil recall and short term memory, in order for learning to become longer term and pupils able to recall.	INSET around Rosenshine Principles and further evidence based strategies	SENDCo, Headteacher, Leadership Team	Autumn 2022-2023	Teachers to have a greater understanding of memory recall and teaching strategies	Summer 2022-2023
	Further training needed to support for dysregulated pupils with/without SEND within the classroom	INSET provided to staff members Training for teachers on scaffolding the curriculum for individuals	Headteacher, external advisors, SENDCO	Summer 2021-22	Staff members have the skills to support pupils with SEND. Staff emotionally available ³ with good mental health	Autumn 2022
	Pupils with SEND can not access all PE	Adult support to build skills and pre-teach or support individuals	Head SENDCo Class Teacher PE Lead	Spring 2022	All pupils supported in order to develop their skills without barriers	Spring 23
Medium term	Staff members to re-assess whether the curriculum is accessible to all	Audit of the curriculum	Headteacher, teachers, SENDCO	Spring/Summer 2022-2023	Management and teaching staff are aware of the accessibility gaps in the curriculum and plan for these	Summer 2023-24
	Develop a CPD programme to ensure staff are knowledgeable in terms	Audit of current Needs and Staff expertise	Headteacher, SENDCo, Teaching Staff	Summer 2022	All teaching staff able to meet needs of pupils and offer support to new staff.	Autumn 2023

	of needs of pupils and disabilities and strategies to support them					
Medium term	Pupils with SEND cannot access all lessons	The IA are responsible for the provision of tablets / laptops and other adjustments for pupils with EHCP, whilst the school will try to support SEND pupils	Headteacher, ICT manager, SENDCO	Summer 2022 ongoing	Pupils with SEND can access lessons	Summer 2023
	Lack of up to date hardware across the curriculum / as well as computing curriculum	Incorporate into subject planning and home learning	Headteacher, Computing lead, SSM	Autumn 2022-2023	Increased provision of working hardware for pupil use.	To extend the use of technology across the curriculum / as well as computing curriculum
Long Term	To deploy Teaching Assistants effectively to support pupils access to curriculum whilst promoting independence	Review pupil needs and independence, in addition to staff skills and expertise.	Headteacher, SSM, SENDCo	Ongoing	All pupils are supported to achieve their full potential without discrimination or barriers	Autumn 2023

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible to all needs	Audit of physical environment Incorporation of appropriate colour schemes Parent/Pupil Surveys	Headteacher, SSM, Governors	Spring 2022	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 23-24
Medium term						
Long term	Playground facilities for physical disabilities lack creativity and need reviewing.	Construction work undertaken Pupil Survey	Headteacher SSM/Governors	Summer 2022	School buildings / grounds are fully accessible	Autumn 2024
	Steps providing access to playtrail are uneven and unsafe	Construction work undertaken	Headteacher, SSM, Governors Dorset County	Summer 2022-2023	Fully accessible outdoor areas	Autumn 2024-2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Lack of signage eg to school office/ playground	Review parent feedback. Make information clear to all.	Headteacher , SSM	Autumn 2022-2023	Improved signage around school site	Summer 2023-24
	Use of home/school technology	Use Microsoft Teams to communicate some Home Learning where possible for the majority of pupils	Class teachers, Headteacher	Summer 2022	Improved home/school offer of provision supporting learning	Spring 23-24
Medium term						
Long term						

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 **January 2024**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

The Accessibility Plan will be reviewed by the Governing Board every 3 years. The next Review is **September 2025**.