Portishead Primary School

Accessibility Plan

Introduction

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the **Equality Act 2010**. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Portishead Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website. We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Principle Aims

This Access Plan supports Ambition Statement of the school:

We expect everyone to become the best version of themselves, thriving as individuals, and working hard towards personal ambitions.

We lead by example, delivering an ambitious and inspirational curriculum that enables everyone to flourish.

Our school is a happy, safe and inclusive environment for all.

To ensure that all children with a physical disability, and/or sensory impairment have access to our wide and varied curriculum and are as able to develop as Aspiring Leaders, Global Citizens, Lifelong Learners and Resilient Confident Children.

Provide and maintaining access to the physical environment, adding specialist features or equipment as necessary including learning aids so that all stakeholders have access to the site and are treated with respect and dignity.

Improving the delivery of school information to all stakeholders and visitors with disabilities; examples may worksheets, text books and information about or school and events. These will be adapted in preferred formats within a timely manner.

Definition of Disability:

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Definition of special educational needs:

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.
The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:
• have significantly greater difficulty in learning than the majority of children of the same age; or
 • have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
• are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the MET Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Students, staff, parents and visitors to the site have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision at the Academy. Where buildings cannot be adapted, changes will be made to the curriculum, typically this will mean re-rooming to accessible accommodation.

The Academy occupies a double storey building with access ramps. There is a lift – all classrooms are fully accessible as is the hall and dining room and stage.

Accessibility and recording of information

The Academy aims to provide information in an accessible format and will respond to individual needs and requests as they arise. For example:

- The Academy will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.

- The Academy will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information.

- During parents' evenings and review meetings of children's performance in school, details are confirmed to parents how they can access information.

- The Academy will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information.

- Risk assessments identify evacuation procedures for individual students whose movements are compromised by their disability.

- The medical condition of students affecting health and safety and site accessibility, information is collated and held in the School Management System and by the School First Aider with information circulated to staff in school on a need to know basis.

- The medical conditions of staff affecting health and safety and site accessibility are known on a need to know basis by the Headteacher, SENDCo, Business Manager and related staff.

Improving the physical access

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	• Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process • Ensure staff and Trustees can access areas of school used meetings • Annual reminder to parents and carers through newsletter to let us know if	As required	• SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & Trustees are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as

	they have problems with access to areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired • Communication in print around school to help children's understanding and visual recognition.		individual needs change
Maintain safety for visually impaired people	• Check if any children have a visual impairment resulting in contrasting paint being needed on step edges and other edges • Check exterior lighting is working on a regular basis • Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate • Check flashing beacons that signal fire alarm activation regularly	Annually, and as new children join the school throughout the yea	• Visually impaired people feel safe in school grounds. Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Lunchtimes	• Ensure children who need longer to eat lunch have more time during lunchtime. • Provide a quieter and calmer space for children to eat lunch who may suffer from sensory overload in the school hall	Daily	• All children can access adequate time for lunch and enjoy the eating experience
Ensure there are enough fire exits around school that are suitable for people with a disability	• Daily health and safety checks of the school and its surroundings. • Ensure staff are aware of need to keep fire exits clear	Daily	• All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	• Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). • Children to have PEEP's if needed.	Annually, and as new children join the school throughout the year	• All physically disabled persons can be safely evacuated.
Accessible car parking	• Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school • Main doors are opened and lift used for disabled and wheelchair users to access the school building.	On-going	• There is a place for disabled members of staff and visitors to park throughout the school day.

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Improving the curriculum access

Target	Strategies	Timescale	What will success look like?
Access to learning/ in class provision	• Review SEND children's access to curriculum within class sessions. • Learning walks to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. • Ongoing monitoring from SENCO. Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptions	On-going	• All pupils have equal access to a broad and balanced curriculum
All classrooms and shared areas to be clutter free and tidy at all times	• Reduce sensory overload for all children and adults • Reduce chance of children tripping on hazards	On-going	• Classrooms and shared areas are clear and tidy
All school visits and trips need to be accessible to all pupils	• Risk assessments to ensure that all children including children with physical disabilities can access trips. • Ensure venues and means of transport are vetted for suitability • Ensure staff are fully briefed with regards to children with SEND	On-going	• 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	On-going	• Disabled children feel able to participate equally in out of school activities.
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	• Ensure whole school events can be adapted to include all children • Discuss with staff who run out of school clubs, and people running other clubs after school. Support may need to be available – especially	On-going	• Disabled children feel able to participate equally in out of school activities.

	after school or other reasonable adjustments made		
Ensure all staff have specific training on disability issues	• Identify training needs at regular meetings • Plan INSET days for specific LSA training • One page pupil profiles to support staff when covering absence	On-going	• Raised confidence of support staff
Communication with Parents	• Ensure parents have access to our SEN provision/SEN school offer currently on the school website. • Ensure parents meet and can contact SENCO at any time. • Parents meet with SENCO as required to access further support and advice. • Ensure that the annual report to parents of SEND is accessible and informative for parents.	On-going	• Parent/school communication is strong • Parents confidently contact SENCO for support and advice.
Pupil Voice	• Children are given opportunities to share their concerns, their views and their ideas. • Adaptations are made as needed.	On-going	• Children voice is heard and acted upon.