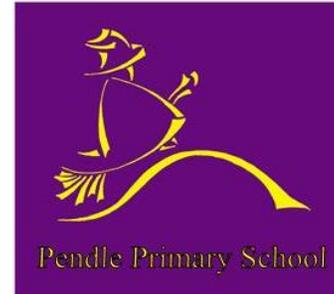


Accessibility plan

Clitheroe Pendle Primary School



Approved by:	Wendy Nunns	Date: 28/11/22
Last reviewed on:	28 th November 2022	
Next review due by:	November 2025	

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Pendle Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children and recognise everyone's uniqueness and success. We promote learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including - The Governing Body, Head Teacher, Inclusion Leader, Site Manager

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Jane Govender
It will be approved by the Headteacher- Wendy Nunns

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Action plan

Curriculum Access

At Pendle Primary School we provide equal access to the school curriculum for all pupils.

Our curriculum is differentiated and adapted to meet the needs of all pupils. Sometime this will include differentiated tasks as part of quality first teaching practices, on other occasions this will include adapted work to meet individual needs eg Clicker 8 to support children who have difficulty writing.

Early identification is vital and the class teacher will liaise with parents and SENDCO at the earliest opportunity and planned intervention/support will be put in place. A wide range of support intervention programmes are in place within the school and we have access to a counsellor.

The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices.

The class-teacher and SENDCO may break down assessments into smaller achievable steps to aid progress, children's needs are identified on an expression of concern form and children may be supported by their own POP (Pupil Overview of Provision) or EHC plan.

School will initiate the support of outside agencies (EP, school nurse, OT, Speech and Language etc.) where appropriate.

All classes have TA support for the majority of the timetable and some children may receive individual support from a TA at times.

School has purchased a range of resources to support children's access to the curriculum and teachers regularly adapt materials /resources to enable/improve access.

Children with additional medical needs are given appropriate support and provision.

Staff have received training in First Aid, and Epipen training and are experienced in dealing with pupils with Dyslexia, Dyscalculia, ASD, Autism and other

diagnosed conditions.

The SENDCO has been in role since September 2019 and completed the NASENCO qualification in March 2022. We are supported on a monthly basis by ADYS, SEN specialist consultants, to advise on SEN provision and complete specialist assessments.

When completing assessments, children with SEN can be supported on a 1:1 basis (EHC plan), have interpreters, readers, scribes, timed breaks or be granted additional time.

We use Target Tracker (Assessment software) to monitor the progress of all pupils, including those with SEN, and this information is analysed by the SENDCO, class-teacher and Headteacher. For some children with SEND Target tracker does not identify the small steps of progress that the children have made so in this situation we may use PIVATS to monitor progress and identify next steps in some subject areas.

In 2021 school started working towards achieving the Equality mark, raising awareness and understanding in all aspects of equality. In 2022-23 we are working towards achieving the disability and socioeconomic elements of this award. This includes reviewing our curriculum resources to make sure they include examples of people with disabilities.

 Aim	Action	Timescale and cost	Responsibility	Success Criteria
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<p>Increase access to the curriculum for pupils with a disability</p>	<p>Develop role of Senior Mental Health Lead – Claire Atkinson</p> <p>Governor for Mental Well- Being appointed. To work closely with HT and Senior Mental Health Lead to develop provision.</p> <p>Specific needs of children identified and provision put in place i.e. resources to ensure access to the curriculum</p> <p>Provide any necessary CPD for staff to keep up to date with SEN provision/ KCSIE / RSE SENDCo to complete ‘Teaching for Children and Young People with SEND’ training programme</p> <p>Audit of materials used in school to make sure they reflect all pupils and their needs.</p> <p>Purchase of new books that reflect the needs of all pupils.</p> <p>Develop role of Specialist TA to support children’s well being – ELSA and SEN support</p> <p>Review of practice and follow action plans to achieve School Equality Mark- Disability and socioeconomic badges</p> <p>Ensure access to swimming, PGL for pupils with physical disabilities.</p>	<p>Ongoing</p> <p>tbc</p> <p>Summer 2023</p>	<p>CA- PSHE subject leader/Senior Mental Health lead</p> <p>CA/SZ</p> <p>KM</p> <p>LB and LT with JG and CA</p>	<p>All children are able to access the whole curriculum.</p> <p>Termly staff well being meetings</p> <p>Supervision meetings between all staff take place termly.</p> <p>School uses a wide range of teaching materials that reflect the needs of all pupils. Needs identified on POPs</p> <p>Course attended and information disseminated to staff (Inclusion Hub)</p> <p>Resources used in school reflect diversity and disability. Incl. Powerpoints, visuals, books</p> <p>SEN/ELSA teaching assistants supporting identified children.</p> <p>Achieve School Equality mark</p> <p>All children able to participate in swimming lessons and trips including PGL</p>
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Information Access

We aim to provide up to date information on a regular basis to all pupils, parents and those involved with the school.

Information is freely available on the school website, with each class having their own web-site page. We operate an electronic `parent email` system and share experiences on Twitter. There is a school information-board outside the building and fortnightly newsletters.

Most furniture is modern and a suitable height appropriate to the age group of children being taught in that classroom -especially in the ICT suite where access to monitors is needed.

The school has a range of ICT programmes for pupils with SEN in addition to iPads, headphones, computers and interactive whiteboards.

School is committed to providing interpreters, braille, modified font or oral information for parents as required.

 Aim	Action	Timescale and cost	Responsibility	Success Criteria
Improve and maintain access to the physical environment	Purchase and provide ramps when necessary eg. To outside classroom area, to new classroom pod To improve visibility of steps - Re-paint edges of step areas as/when required. Clearly zoned playground areas - Re-paint red boundary lines in playground	Cost to be confirmed As required As required	JG WN	Ramp provided eg. To new classroom pod if required Red lines to delineate edge of play areas All steps clearly marked.