

Puddletown First School



Accessibility Plan

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Last updated Anna Seal	July 2022 Headteacher	Date: July 2022

Laura Evans

Chair of governors

Date: July 2022

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Statement of intent

This plan outlines how Puddletown first 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, Wessex Mat, 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.

4. Current Good Practice

Identification: Puddletown First School asks for information on any disabilities or health conditions in early communications with new parents and carers. Our staff visit all pre school feeder settings prior to admission to ensure that we have detailed information about any additional needs. We liaise closely with health and education professionals to ensure that all additional needs are fully identified and planned for before children arrive at our setting. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Curriculum: Puddletown First School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards, chromebooks and iPads) to support specific curriculum areas, e.g. numeracy and literacy;

- providing an adapted curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continuing Professional Development (CPD) programme to ensure that all staff are able to demonstrate both knowledge and understanding of the impact of specific difficulties and potential barriers to learning such as attachment disorder, hearing/ visual impairments, speech and language disorders;
- organising classrooms and shared learning areas so that they promote the participation and independence of all pupils;
- promoting and developing ASD-friendly practice across the school; ● staff INSET training regarding sensory impairments and the school environment;
- enriching the curriculum to provide pupils with quality, real life experiences and ensuring that all children are fully included;
- providing a high level of support from a strong team of support staff;
- modifying learning resources to meet the needs of individual children.

Physical Environment: Puddletown First School is a purpose-built learning environment which was opened in April 2012. The building has been designed to ensure that the physical environment increases access for all pupils by:

- providing flat or ramped access to all school entrances;
- facilitating parking close to the main school entrance for pupils and families, and visitors with a disability;
- providing toilets next to classrooms and having an accessible toilet in the building;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the shared learning spaces and classrooms;
- removing and fixing potential trip hazards and keeping all floor spaces uncluttered;
 - There is a loop system installed
- providing fabric blinds, carpets and rubber seals to doors to improve sound quality;
- Plumbing and heating systems which are regularly serviced and produce minimal noise levels.

Information: Puddletown First School already makes written information more accessible to all pupils through: • modifying written information so that this is available in large print / accessible fonts for pupils with a visual impairment;

- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;

- using social stories, picture symbols, task planners and visual timetables to ensure that all children experience optimum access to learning opportunities.

- Website has multiple language options

- **Planning duty 1: Curriculum**

	Issue	What	Who	When	Outcome	Review
Short term	Pupils with SEND cannot access lessons	Within reason, provide what is necessary for identified pupils and make adjustments for pupils with SEND	Class teacher SENCO Headteacher,	Autumn 2024	Pupils with SEND can access lessons	Summer 2025

	Pupils with Send cannot access peer play	Adults help facilitate positive play with peers at break and lunchtimes increasing a sense of belonging and friendships,	Class teacher Lunch time staff Teaching assistants SENCO Headteacher,	Autumn 2024	Pupils with SEND can play successfully alongside their peers	Summer 2025
Medium term	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on adapting the curriculum	Headteacher, external advisors, SENCO	Autumn 2024	Staff members have the skills to support pupils with SEND	Spring 2025
Long term	Complex needs pupils learning and social needs are not being met	Develop a network of more specialist support to help pupils with their increasingly complex needs	Headteacher, external advisors, SENCO	Spring 2025	More specialist provision/ play therapists, counsellors/outreach/ alternative provision/adaptive learning is available	Summer 2025
	We have not audited our curriculum to see how we can make it more accessible	Audit of the curriculum	Subject leads teachers, SENCO Headteacher,	Summer 25	Management and teaching staff are aware of the accessibility gaps in the curriculum and have worked to address them	Summer 2026

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- **Planning duty 2: Physical environment**

	Issue	What	Who	When	Outcome	Review
Short term	Making sure physical environment is accessible to all pupils	Audit of physical environment	Headteacher senco	Autumn 2024	School is aware of accessibility barriers to its physical environment and will make a plan to address them to suit pupils on role	Summer 2025
Medium term	Classroom Toilets could be more accessible	Investigate how these could be improved	Head teacher SBM	Spring 24	Access to toilets is improved	Summer 25

- **Planning duty 3: Information**

	Issue	What	Who	When	Outcome	Review
Short term	Need to not know whether school information is accessible whether on website or written/emails	Audit of information and delivery procedures	Office staff, SENCO, Head teacher	Autumn 24	School is aware of accessibility gaps to its information delivery procedures	Summer 2025
Medium term	Where necessary ensure that Written information is accessible to pupils with visual impairments	Provide written information in alternative formats Think about visual displays and whiteboard backgrounds	SENCO Class teacher Head teacher	Autumn 24	Written information is fully accessible to children with visual impairments	Summer 2025

		Seek advice if we have an individual with these needs				
Long term	Ensure School website is accessible to parents and children with SEND	Audit of website	Head teacher	Autumn 24	Website is fully accessible	Summer 2025

- **Monitoring and review**

This plan will be reviewed on an annual basis by the governing board and headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.