

Accessibility Plan

Introduction

Under the Equality Act of 2010, all schools must have an Accessibility Plan. Accessibility Plans set out how, over time, a school will:

- increase access to the curriculum for disabled pupils
- improve the physical environment of the school to increase access for disabled pupils
- make written information more accessible to disabled pupils by providing information in different ways

A person has a disability if they have a physical or mental impairment that has a long term effect on their ability to carry out normal day-to-day activities.

This is the Accessibility Plan for Puddletown First School.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- **Curriculum Policies or Teaching and Learning Policy**
- Special Educational Needs and Disability Policy and Information Report
- Supporting pupils with at school with medical conditions
- Intimate Care Policy
- Health and Safety Policy
- Behaviour Policy
- **Relationships Policy**
- **Equality Policy?**
- School Development Plan
- School webpage/brochure and Mission Statement

Vision and Aims

Puddletown First School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Here at Puddletown First, we see all learners and potential learners, and their parents and carers, as of equal value. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We want our pupils with a disability to be able to access all elements of school life, including school clubs, activities and trips, and are prepared to adapt activities, equipment and the environment to ensure this happens. We will consult with pupils and their families to ensure everybody is positive, comfortable and happy with any changes/adaptations made.

We ensure that through our school ethos and whole school training, all staff and governors will be aware of their duties in supporting children with disabilities in line with the Equality Act of 2010.

Identification of pupils with a disability of health condition

When a pupil starts at our school, their parents are asked to complete a log of details including any underlying health conditions and/or disability. We track our pupils' progress and observe their behaviour and attitudes. If there is a concern, we will share this with parents and carers.

Supporting pupils with the curriculum

Here at Puddletown First School, we are able to support pupils with a disability through the following means:

- using ICT resources. There is access to laptops and Ipads which hold a series of programmes and APPs. The school also has the programme Clicker 7 and has a reader pen.
- modifying learning and the curriculum content for pupils with a visual impairment e.g. provide work books with tinted pages, access to tinted rulers, magnifiers and making work and books available in large print
- continued professional development (CPD) for staff to ensure they are knowledgeable in supporting children with a disability and the impact of ASD and Attachment Disorder on learning
- providing a differentiated curriculum, designed according to need and if needed, necessary input from external agencies.
- organising learning environments which promote participation and independence
- using pictures to explain rules and routines
- access to the nurture room and support from our ELSA and Family Support Worker

Physical Environment

The school was built in 2013 so has been designed for wheelchair users. The main building is all on one level and there are paved slopes to access the playground and field. We have a disabled toilet with changing facilities and a dedicated parking space near the entrance to the school.

We also increase access for disabled pupils by:

- removing and fixing potential trip hazards and keeping all floor space uncluttered where possible
- ensuring plumbing and heating systems are regularly serviced and not too noisy wherever possible
- providing a screen to help block out additional noises for those with a hearing impairment
- provide fixtures on toilet doors that limit additional noise. Where possible, we will close doors to aid this as well.

There is good lighting throughout the school. The building makes use of natural light but also has roller blinds in the classrooms when the sun's glare is too bright.

We have a range of equipment in school to support children with physical needs such as desk top scissors, writing slopes, cushions and sensory resources. We have a good number of Ipads and laptops which the children use regularly. The school has 5 licenses for Clicker 7. This is a programme which supports pupils with writing difficulties.

Each classroom has an interactive whiteboard. In Reception and Key Stage 1, these boards are height adjustable. Teachers will use different fonts and coloured backgrounds to support children with a visual impairment.

We also increase access for

Information for parents

Information that is normally provided in writing e.g. newsletters can be provided

- in Braille
- in a larger font
- verbally via the class teacher and/or office staff
- presented paying attention to layout, font and colour
- using social stories and picture symbols to explain school rules for pupils who benefit from this

Implementation

Our Accessibility Plan shows how we support disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with disability to take part in after school clubs, leisure and cultural activities and school visits
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability

Our Accessibility Plan has been written based upon information from the Local Authority and in liaison with pupils, parents, staff and governors of the school. It advises advise other school documents.

Monitoring

This Accessibility Plan covers a three year period but will bereviewed regularly and updated if needed. It will be monitored through the Governor's Meetings. The governing body will monitor activity under the Equality Act 2010 and will advise upon the compliance as part of their duties.

Other information

The School Brochure will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The school will work in partnership with the local authority and academy in developing and implementing this policy.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to the Equality Act 2010.

Approved by _____ A Seal _____

Date ___10/Oct/23_____

Review date ___October 2024_____