

Petersfield Church of England (A) Primary School



ACCESSIBILITY PLAN 2022-25

Version	Update
Policy Type	FGB
Discussed by staff	September 2022
Approved by the Headteachers	September 2022
Adopted by the FGB	28 th September 2022
Next Review	April 2025

Introduction and Aims

This Accessibility Plan has been drawn up by Petersfield Governing Body as per The Equality Act 2010. The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers 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.
2. Petersfield School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
3.
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame when required.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - School Aims and Purpose
 - Equality information and objectives
 - SEND & Inclusion Policy
 - Staff Development
 - Health & Safety (including off-site safety)
 - Behaviour Policy
 - Supporting pupils with medical conditions policy
 - Asset Management Plan
8. The Accessibility Plan will be on the school website.
9. The School's complaints procedure covers the Accessibility Plan.
10. Information about our Accessibility Plan will be published in the Parent Information Pack.
11. We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.
12. The Plan will be monitored through the Resources and Standards Committees of the Governors.
13. The Plan may be monitored by Ofsted as part of their inspection cycle.

2022-25 Accessibility Plan

Targets	Actions	Responsibility	Success Criteria	Timescale
To improve the lighting in school	When considering new lighting, ensure compliance with H&S guidelines and is suitable for pupils with special needs	Contractors, H & S team, H & S Govs, H/T`s	Lighting is adequate in all areas of the school	Due to start: completed 2022-2023
To be aware of the access needs of any disabled children, staff, governors and parents, carers	To create access plans for individual disabled children, staff, governors or parents as part of the PLP process.	SENDCo,H/Ts,Govs	A rolling programme of needs analysis – supported by the PLP review system Space is clearly identifiable	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.
To draw up a personal emergency evacuation/invacuation plan for any disabled pupils.	Ensure all staff are aware of their responsibilities in evacuation/invacuation and have read relevant policies	All staff and govs	Ensure any disabled people can be safely evacuated/invacuated Any disabled pupils and staff working with them are safe in the event of a fire or any emergency situation. There is constant supervision for disabled children who would need help in an emergency event. Disabled people in wheelchairs can be evacuated	Ongoing to meet changing needs.
Ramp by KS1 entrance is fit for purpose	Ensure this is well-maintained and suitable for wheelchair users	Caretaker, H & S govs, H/Ts	People with disabilities can access school site safely	Ongoing, to be monitored closely and audited.

Improving the Curriculum Access at Petersfield School

Targets	Actions	Responsibility	Success Criteria	Timescale
Our school offers a differentiated curriculum for all pupils.	Develop teacher knowledge about how to adapt the curriculum to meet the needs of children who are working at an age level significantly below their peers. Appropriate training for staff, including teaching assistants	C/Ts, SENDCo, H/Ts, Govs	Lesson observations provide evidence of appropriate differentiation for these pupils Pupils make good progress The curriculum is reviewed to ensure it meets the needs of all pupils.	Ongoing to meet changing needs. Curriculum Review 2022-23 in place September 2023. Vocabulary progressions in place 2022-23.
Provision of a diversity of equipment, materials and consumable resources to improve access where required e.g. writing blocks, pencils, coloured overlays, paper, computers, enlarged texts etc.	All pupils have access to the most appropriate equipment to support their needs. Review Visuals, reduced language, ICT Hardware etc. Advanced planning to ensure integration with all pupils	C/Ts, SENDCo, H/Ts	PLP's are in place for disabled pupils, and all staff are aware of pupils' needs. Increase in access to the Curriculum Teachers fully aware of options to optimise strategies of inclusion and able to be proactive in making appropriate adjustments.	Ongoing to meet changing needs.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases, being aware of needs, eg hearing, visual, sensory needs	C/Ts, SENDCo, H/Ts	Classrooms regularly rearranged to promote the needs of all pupils in the setting. Pupils have clear understanding of expectations	At least half termly, or more often, when required
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation All out-of-school activities will be conducted in an inclusive environment with	H/Ts, Puffins staff, C/Ts	Increase in access to all school activities for all pupils Pupils in our out of school hours club are treated with same degree of respect for accessibility as all pupils with disabilities.	Ongoing

	providers that comply with all current and future legislative requirements			
CPD programme for all staff on equality and inclusivity	Review staff understanding of the Equalities Act and its implementation in school Staff meetings and INSET	H/Ts	All staff to be aware of the diversity of pupils needs and to demonstrate inclusivity and sensitivity at all times Pupils' needs to be acknowledged	Ongoing
Develop a whole school approach to mental wellbeing and provide all staff with the awareness and skills to support the mental wellbeing of all pupils.	Development of whole school policy for well being Staff training on YMCA resilience materials Embedding of a whole school approach to support well-being and resilience	H/Ts	All class teachers and TAs know their children and their individual situations and challenges well	Summer 19

Improving the Delivery of Written Information at Petersfield School

TARGET	Action	Responsibility	Success Criteria	Timescale
Availability of written material in alternative formats	Review all current school publications and promote the availability in different formats on request for those that require it Make available school website, brochures, school newsletters and other information for parents/ carers in alternative formats if requested	H/Ts,Govs,office staff	Delivery of school information to parents/carers and the local community improved All school information available for all.	Accessibility Plan revised and approved by FGB to be uploaded to website Autumn 2022. Ongoing

Signage in the reception area of school to be in other languages and to reflect the diversity of families	<p>A welcome sign in many languages in Reception.</p> <p>Posters celebrating family diversity in school office areas.</p>	H/Ts	All people feel they are welcome in school	Ongoing
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End of 2019-22 Cycle Review:

Improving the Physical Access at Petersfield School

Targets	Actions	Responsibility	Success Criteria	Timescale	Review July 2022
To review having an accessible disabled parking bay, if needed, for a disabled child	Contact council on a bay outside the school	H/Ts	Children, staff and visitors with needs are able to access the school site when required	Ongoing	In place
To improve the lighting in school	When considering new lighting, ensure compliance with H&S guidelines and is suitable for pupils with special needs	Contractors, H & S team, H & S Govs, H/T`s	Lighting is adequate in all areas of the school	New LED lighting is being considered, when finances allow.	LED lighting installation work undertaken August 2022.
To be aware of the access needs of any disabled children, staff, governors and parents, carers	To create access plans for individual disabled children, staff, governors or parents as part of the PLP process.	SENDCo,H/Ts,Govs	A rolling programme of needs analysis – supported by the PLP review system Space is clearly identifiable	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	In place
To draw up a personal emergency evacuation/invacuation plan for any disabled pupils.	Ensure all staff are aware of their responsibilities in evacuation/invacuation and have read relevant policies	All staff and govs	Ensure any disabled people can be safely evacuated/invacuated Any disabled pupils and staff working with them are safe in the event of a fire or any emergency situation. There is constant supervision for disabled children who would need help in an emergency event. Disabled people in wheelchairs can be evacuated	Ongoing to meet changing needs.	In place – support for pupils with SEN and individual risk assessments completed when there are temporary changes to mobility.
Ramp by KS1 entrance is fit for purpose	Ensure this is well-maintained and suitable for wheelchair users	Caretaker, H & S govs, H/Ts	People with disabilities can access school site safely	Ongoing, to be monitored closely and audited,	Ongoing review. In good working order currently and improvement work proposed.

Improving the Curriculum Access at Petersfield School

Targets	Actions	Responsibility	Success Criteria	Timescale	Review July 2022
Our school offers a differentiated curriculum for all pupils.	Develop teacher knowledge about how to adapt the curriculum to meet the needs of children who are working at an age level significantly below their peers. Appropriate training for staff, including teaching assistants	C/Ts, SENDCo, H/Ts, Govs	Lesson observations provide evidence of appropriate differentiation for these pupils Pupils make good progress The curriculum is reviewed to ensure it meets the needs of all pupils.	Ongoing to meet changing needs.	Ongoing target. Teachers make adaptations to the curriculum to meet the needs of pupils working below age-related expectations. Staff training focuses on support for pupils with additional needs. The curriculum will be reviewed in 2022-23 to ensure it meets the needs of all pupils.
Provision of a diversity of equipment, materials and consumable resources to improve access where required e.g. writing blocks, pencils, coloured overlays, paper, computers, enlarged texts etc.	All pupils have access to the most appropriate equipment to support their needs. Review Visuals, reduced language, ICT Hardware etc. Advanced planning to ensure integration with all pupils	C/Ts, SENDCo, H/Ts	PLP's are in place for disabled pupils, and all staff are aware of pupils' needs. Increase in access to the Curriculum Teachers fully aware of options to optimise strategies of inclusion and able to be proactive in making appropriate adjustments.	Ongoing to meet changing needs.	In place and ongoing. Pupils have access to overlays, talking tins, enlarged texts, writing blocks, wobble cushions, pencil grips etc. to improve access as required.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases, being aware of needs, eg hearing, visual, sensory needs	C/Ts, SENDCo, H/Ts	Classrooms regularly rearranged to promote the needs of all pupils in the setting. Pupils have clear understanding of expectations	At least half termly, or more often, when required	In place and ongoing.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current	H/Ts, Puffins staff, C/Ts	Increase in access to all school activities for all pupils Pupils in our out of school hours club are treated with same degree of respect for accessibility as all pupils with disabilities.	Ongoing	In place and ongoing. New SLT member with responsibility for out-of-school activities to further promote accessibility from 2022-25.

	and future legislative requirements				
CPD programme for all staff on equality and inclusivity	Review staff understanding of the Equalities Act and its implementation in school Staff meetings and INSET	H/Ts	All staff to be aware of the diversity of pupils needs and to demonstrate inclusivity and sensitivity at all times Pupils' needs to be acknowledged	Ongoing	In place and ongoing.
Develop a whole school approach to mental wellbeing and provide all staff with the awareness and skills to support the mental wellbeing of all pupils.	Development of whole school policy for well being Staff training on YMCA resilience materials Embedding of a whole school approach to support well-being and resilience	H/Ts	All class teachers and TAs know their children and their individual situations and challenges well	Summer 19	Wellbeing policy and practices in place.

Improving the Delivery of Written Information at Petersfield School

TARGET	Action	Responsibility	Success Criteria	Timescale	Review July 2022
Availability of written material in alternative formats	Review all current school publications and promote the availability in different formats on request for those that require it Make available school website, brochures, school newsletters and other information for parents/carers in alternative formats if requested	H/Ts,Govs,office staff	Delivery of school information to parents/carers and the local community improved All school information available for all.	Accessibility Plan revised and approved by FGB to be uploaded to website April 2019 Ongoing	Documents are online on school website so can be enlarged/accessibility tools may be used to read Leaflets provided on cream paper.
Signage in the reception area of school to be in other languages and to reflect the diversity of families	A welcome sign in reception in other languages. Posters showing different family groupings	H/Ts	All people feel they are welcome in school	Ongoing	In place.