



*Be watchful. Stand firm in your faith. Be strong. Be courageous. And let everything you do be done in love. 1 Corinthians 16: 13-14*

## Accessibility Plan

### Introduction

The Equality Act 2010 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required:

- a) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- b) increasing the extent to which disabled pupils can participate in the school curriculum;
- c) improving the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by a planning group consisting of:

- SEN Governor
- Headteacher
- Inclusion Manager
- Bursar

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**Pattishall CE Primary School –Accessibility Plan 2019 - 2022**

| Access to the Physical Environment  |   |  |                                   |  |
|---|---|--|-----------------------------------|--|
| Targets   | Strategies  | Timescale                                  | Responsibility                    | Success Criteria   |
| To be aware of the access needs of disabled children, staff, governors and parents/carers | a) create access plans (PEEP) for individual disabled children as part of the EHCP/One Page Profile process.                              | As required                                | Inclusion Manager / Class Teacher | EHCPs/Profiles are in place for disabled pupils, and all staff are aware of pupils' needs.                             |
|   | b) Staff to share pupil information with volunteers and support staff to ensure continuity of care for the children via the SEND toolkits | Ongoing                                    | Inclusion Manager                 | Volunteers are aware of needs of SEN children at all times   |
| Ease movement around school for wheelchair users  | a) Remove 'lumps and bumps' at transition points between areas of the school eg rear conservatory   | Summer 2022                                | Headteacher                       | Wheelchair users able to move around school unaided  |
| Ensure everyone has access to foyer area  | a) ensure that nothing is preventing wheelchair access  | Monthly checks to ensure the area is clear | Headteacher/Office Staff          | Disabled parents/carers/ visitors feel welcome.  |
| Maintain safe access for visually impaired people   | a) add yellow paint on step edges   | Spring 2020                                | Handyman                          | Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. |

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|--|---|--|--|--|
| Ensure all disabled people can be safely evacuated | a) Ensure there is a personal emergency evacuation plan for all disabled pupils.<br>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the evacuation plan | Autumn Term - annually<br><br>Autumn Term - annually | Inclusion Manager<br><br>Inclusion Manager to remind staff | All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily |
|--|---|--|--|--|

| Access to the Curriculum  |  |             |                                 |   |
|---|--|-------------|---------------------------------|---|
| Targets   | Strategies   | Timescale   | Responsibility                  | Success Criteria  |
| Ensure support staff have specific training on disability issues                        | a) identify training needs at regular meetings                     | Ongoing     | Inclusion Manager / Headteacher | Raised confidence of support staff  |
| All school visits and trips need to be accessible to all pupils                         | a) ensure venues and means of transport are vetted for suitability | Ongoing     | EVC / Inclusion Manager         | All pupils are able to access all school trips and take part in a range of activities |
| Ensure disabled children can take part equally in lunchtime and after school activities | a) discuss with people running clubs after school.                 | As required | Inclusion Manager               | Disabled children feel able to participate equally in out of school activities.       |

| Access to information |            |           |                |                  |
|-----------------------|------------|-----------|----------------|------------------|
| Targets               | Strategies | Timescale | Responsibility | Success Criteria |

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