



## ACCESSIBILITY PLAN

Paganel Primary School is 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.

The Accessibility Plan is underpinned by the 2010 Equality Act and 2014 Special Educational Needs and Disability Code of Practice.

Paganel School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- 1) 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.
- 2) 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 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.
- 3) Improve the **access of written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

Attached are actions plans, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up at least every three years.

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.

The plan does not stand alone and it links with many other policies, practices and documents including: special education needs and disabilities (SEND); curriculum; equal opportunities and diversity; health & safety; behaviour; school development plan; school vision, values and mission statement...

The action plan for physical accessibility relates to the access audit of the school. It may not be feasible to undertake some of the works during the life of this particular accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period

The Accessibility Plan will be published on the school's web-site.

As policies, practices and documents are reviewed, they need to take into consideration and have regard to matters relating to equality and accessibility for all.

The plan will be monitored through the School Performance committee of the Governors.

The school will work in partnership with the Birmingham LEA in developing and implementing this plan and will adopt the principle in Birmingham's Access to Education.



## Improving Access to the Physical Environment

	<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Goal Achieved</b>
<b>Short Term</b>	Audit school environment for optimum physical access	Collate data on parents/carers, all school staff and pupils to ascertain disability categories	Disability audit will provide sufficient data in order to audit current physical access	Spring Term	Clear view of range of needs established, used to inform medium term target
<b>Medium Term</b>	Identify changes that need to be made to increase access using data from disability audit, with awareness of anticipatory duty	School environment walk. Identify improvements using data from parent/carer/all school staff audit Anticipatory duties	Physical access plan clearly identifies areas to develop	Summer Term and ongoing	Long term target in place
<b>Long Term</b>	Changes made to improve physical access New pupil intake monitored to ensure auxiliary aid anticipatory duty adhered to	Audit of physical improvements with reference to audit and anticipatory duties including auxiliary aids	Physical access to the school is increased	Summer term and ongoing	Physical access is improved. Compliance with anticipatory duties and auxiliary aid duties



## Increasing Access for Pupils with Disabilities to the School Curriculum

	<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Goal Achieved</b>
<b>Short Term</b>	Learning is clearly differentiated and shows awareness to the needs of the range of pupils	INSET on differentiation techniques including a range of recording outcomes. Planning monitored by senior leaders and feedback given.	All staff will feel confident in differentiating learning opportunities	ongoing	All pupils have full access to all areas of the curriculum including extra-curricular activities. Teachers confident in setting differentiated learning opportunities.
<b>Medium Term</b>	Training for staff in the identification of and teaching children with ASC.	All staff attend appropriate training. ASC support plan written with Communication and Autism Team. Staff to attend AET level 1 training. Identified staff to attend AET level 2 training. Lead practitioner identified and trained - level 3 AET	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Staff training day 2 Sep 2014; half-termly updates via staff development & phase meetings	Children with ASC are successfully included in all aspects of school life. Staff feel confident in addressing the needs of ASC pupils
<b>Long Term</b>	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. Use of visual timetables across the school.	All areas of the school have visual timetables. Classroom organisation reflects the needs of the pupils and increases their access to the curriculum.		Children's access to the curriculum is enhanced by optimum classroom layout. Visual timetables are used throughout the school



## Improving Access to Written Information

	<b>Target</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Time Frame</b>	<b>Goal Achieved</b>
<b>Short Term</b>	Audit parents/carers with regard to language/alternative format needs	Parent/carer questionnaire audit issued to all parents/carers	Views of parents/carers collated. clear view of required alternative formats	Spring Term 2013 and annually	Required formats collated and used to inform future school publications/policies
<b>Medium Term</b>	Make available school brochures, school newsletters and other information for parent/carers in alternative formats &/or languages, incl. the school web-site	Review all current school publications and promote availability in different formats for those that require it; Google Translate to be made available on the new school web-site	All school publications will be available in different formats for those that require it	Summer term and on going  Autumn Term 2014	All school publications are available in a range of formats;  Google translate is available on the school web-site.
<b>Long Term</b>	Written information throughout the school to be accessible to all	Audit current written information incl. signage for accessibility i.e. visual cues/language translation	All written information is improved and made more accessible	Summer term and on-going monitoring, evaluation and review	Written information will be clear and accessible for all.