



# Accessibility Policy and Plan

## WHY?

This Accessibility Policy and Plan seeks to address the statutory requirements of the Equality Act 2010. The act outlines any Reasonable Adjustments (schedule 13 of The Act) schools must make which continue to improve all aspects of access to **the Physical Environment** of the school site, access to **the National Curriculum** and improving the delivery of **information** to disabled pupils which is readily accessible to pupils who are not disabled. This enables all pupils to take full advantage of the education and associated opportunities provided, and reduce any discrimination towards children, staff and parent/carers receiving services from Paganel Primary School, irrespective of:

- Gender
- Sexuality
- Race, colour, ethnic or national origins, faith, religion or those who need support to learn English as an Additional Language (EAL)
- Disability/health/medical or special educational needs
- Age
- Attainment including those who are gifted and talented
- Socio-economic background
- Being in public care
- Risk of disaffection or exclusion
- Vulnerability
- Changing schools frequently

Paganel Primary School is committed to challenging negative attitudes about disability and accessibility, by continually developing a culture of awareness, tolerance and inclusion.

## HOW? WHAT?

### 1. Access to the Physical Environment

The physical environment is regularly reviewed by SLT, the SENDCO and Health and Safety team, to ensure any access issues to the Physical Environment are addressed. The following is available to support full access to the Physical Environment:

Access to classrooms via a level ground floor access
Two disabled car park spaces towards the main entrance of the building
Level access to the Main office
Dropped Kerb access for children and adults arriving by car in a wheel chair/using a walking aid
One disabled toilet on ground level
Suitable door width to aid wheelchair access
Stair lift for two sets of stairs between KS1 and KS2 classrooms
Ramp access for all areas of the school (in some cases this is via portable ramps)
Suitable handrails for ramps/stairs
Suitable fire exits that support a disabled person's evacuation via use of level access to assembly points from ground floor

Use of disabled access taxis and coaches for transport during school trips
Clear corridors ensuring access to the site is not hindered by objects
Accessible school hall and canteen

Adjustments to the Physical Environment to be made if needed

Increased ramp access across school
Individual evacuation plan 'A Personal Evacuation Plan (PEEP)' in place for anyone with physical difficulties

## 2. Access to the National Curriculum

We support all children with access to curriculum according to individual needs. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required through a range of strategies including SMART Targets Plans. We also actively seek the support and advice of outside services to ensure the curriculum is accessible to all pupils. Services from Birmingham currently used by Paganel to support access to the curriculum are itemised on the SEND Policy.

High quality teaching is regularly monitored through lesson observations, learning walks, book looks, pupil voice, moderation, data collection and analysis and pupil progress meetings.

'Interventions' are put in place to support children with access to the curriculum. After pupil progress meetings, whole school learning needs are identified and staff training given (where needed). Interventions currently being delivered are:

Intervention	Purpose	Year group
Little Bridge	Newly arrived English as an Additional Language (EAL)	1-6
Individual Education Plans (IEPs)	SEND	All
SEN support provision plans (SSPP)	SEND	All
5 Minute Box	SSPP/IEP children	All
Wellcomm	Speech and Language (SALT)	All
1:1 Reading	Bottom 20% readers	All
RWI	Phonics	All
Precision teaching	Reading	3-6
3 <sup>rd</sup> space	Maths	5-6
Dynamo	Maths	2-6
Talk Boost	Speech and Language (SALT)	1
Makaton	Language development	EYFS
Mentoring	Social emotional mental health (SEMH)	All
Drawing and talking	Social emotional mental health (SEMH)	All
Counselling	Bereavement and trauma	All
Dog mentoring	Social emotional mental health (SEMH)	All

Progress is tracked and analysed on a regular basis to monitor Intervention effectiveness.

Attendance of all pupils is monitored daily and, for any pupils whose attendance drops below national expectations, the attendance officer is involved.

All children can access other curriculum activities such as school assemblies, workshops, class performances, clubs, school council etc. All activities are differentiated according to individual needs and are fully risk-assessed (as necessary).

We also allocate funding from the budget, together with additional funding, to employ additional adults to support Inclusion and Equality.

Date: September 2023 Claire Ball and Charlotte O'Neill  
To be reviewed: September 2024

On-site Breakfast, Lunchtime and After School Clubs are fully accessible to SEND pupils.

All off site activities are researched thoroughly by the class teacher with support from the SENDCo and Health and Safety team. Any training is sought in advance of any trip (such as any medical training for administering medicine – particularly for overnight stays/residential trips). Transport requirements are discussed with SENDCo and Health and Safety team in advance. All new trips for children are thoroughly risk-assessed.

### **3. Access to Information**

School Letters and some key school policies (such as Whole-School Behaviour Policy) are shared with all parents. During the year parents are required to sign to say they have read and understand shared Key policies (usually during Parents' Day). Key policies (such as the Behaviour Policy) are also displayed around both school (in classrooms and offices) for all children and adults to access. In such cases where adults cannot read/understand the letters or policies, translations are sought.

No Brail or larger print documents for visually impaired parents/members of the community are needed (as far as we are aware) but we can arrange for these to be accessed by parents at their request.

We host three Parents' Days in each academic year, as well as informing Parents of their child's progress in writing each summer. Teachers also regularly update parents upon request.

Other Policies Supporting Access

- The SEND Policy & Information Report
- Moving and Handling Procedure
- Behaviour Policy
- First Aid Policy
- Administering medication Policy
- SAR (Subject Access Request or FOI Freedom of Information Request) Policy

## **WHO?**

Class teachers are responsible for the implementation of advice given by the SENDCo and outside agencies to support full access to the Physical Environment and the National Curriculum.

The Governing Body, SLT, SENDCo and Health and Safety team will review, discuss and address any access issues relating to the Physical Environment and the National Curriculum.

The Governing Body and SLT will ensure disabled children and their parents are engaged with any accessibility issues and involved with the resolution of such issues.