



# **Accessibility Policy and Plan**

Date: July 2024

Review Frequency: Annually

Next Review: July 2025

## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason linked to their disability;
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage;
- To plan to increase access to education to disabled pupils.

This plan sets out the proposals of the Staff and Governing Body of Pearl Hyde Primary to ensure access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which 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 DDA defines a disabled person as someone who has "a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities." Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA, "substantial" means "more than minor or trivial". "Long-term" means has lasted or is likely to last more than 12 months.

The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and needs special educational provision to be made for them in order to be able to access the education which is available locally.

## **Section One**

### **1A: Our vision and values.**

Pearl Hyde Primary School is committed to providing the best quality provision for all pupils including disabled pupils and adult members of the wider community. We want to ensure that all children have full and equal access to the National Curriculum that prepares them for life beyond school. The same commitment applies to the extended curriculum beyond the school classroom. The school will work to remove barriers in every area of the life of the school and this will be part of the school's wider commitment to equal opportunities.

It is our intention to involve all staff in the development of the plan. We hope that all parties will feel a sense of ownership of the plan. The next three years will provide an opportunity to remind staff of the three key duties towards disabled pupils and their responsibility to remove barriers to learning for disabled pupils.

### **1B: Pupil data and school audit.**

Pearl Primary School is a one and half-form entry school in the East of Coventry. Since the school operates an inclusive and open admissions procedure, disabled children will be admitted if they meet the same admissions criteria as those children who are not disabled.

The school has a successful record of achieving the best possible outcome for the SEND students it supports. The team of teaching assistants and teaching staff at Pearl Hyde Primary School has considerable skill in terms of both expertise and experience in dealing with difficulties across the SEND spectrum. They deliver appropriate and professional support in all areas.

## **Section Two**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum**

The school has a number of priorities:

- continue with CPD to raise skill levels in staff

- bespoke training to meet the specific medical needs or physical needs of individuals
- a review of schemes of work to ensure more differentiation in the classroom and the sharing of good practice

Key people will be involved in these developments:

- All Pearl Hyde staff – specifically SLT to monitor planning, timetabling and use of space
- Subject leaders for any changes to schemes of work
- Appropriate deployment of our excellent team of support staff.

## **2B: Improvements to the physical environment.**

These are ongoing:

- development of quiet spaces on the playground
- development of the playing areas
- review or organisation of space in classrooms and shared areas inside the school buildings
- Ensure children in wheel chairs or using frames can move round school safely - by ensuring equipment in the classroom is fit for purpose, supporting their movement by insisting they are accompanied around school to help with doors etc

## **2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.**

As part of the school's review of feedback, SLT will pay particular attention to the language used, simplifying it whenever possible.

## **Section 3:**

### **3A: Management, coordination and implementation.**

The Governing Body is ultimately responsible for the implementation of this plan and reviewing it regularly by means of reports from the Head Teacher and the appropriate member of the Leadership team. Curriculum issues will be reviewed by the Governors' Curriculum

Committee and asset management will be the responsibility of the Finance Committee.

The management and monitoring of this plan must fit in with existing line- management and school development planning systems:

- The needs of individual pupils will be reviewed annually at the SEN Review or if called more frequently as the need arises. The Inclusion manager will liaise with the Head Teacher if further resources are required.
- All the issues identified Head Teacher will report to the appropriate Governors' Committee.
- The plan will be reviewed in July/September each year as part of the Annual School Self Review in order for progress to shape the School Improvement Plan.
- The Head Teacher will liaise with the Local Authority Planning managers as necessary and with our lead consultants when a maintenance or capital project is planned.

### **3B: Getting hold of this plan.**

- The school will make it known via school newsletters that the plan is on the website, and can be given as a hard copy if necessary.
- The plan will be published on the school's web site.

**Approved by Headteacher: July 2024**

**To be reviewed: July 2025**

## Improving physical access

Target	Strategies	Timescale	What will success look like?
Be aware of the access needs of disabled children, staff, governors and parents/ carers	<p>Ensure the school staff &amp; governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>If appropriate, create Personal Learning Plans and Pupil Passports that include access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and governors can access areas of school used meetings</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p>	As required	<p>Personal Learning Plans and Pupil Passports are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
Maintain safety for visually impaired people	Undertake environment audits with the Visually Impaired staff from Coventry Sensory Team.	Annually, and as new children join the school throughout the year	All disabled personnel and pupils are able to access the school site, safely.

	Individual Risk Assessments to be completed, if necessary.		
Maintain safety for hearing impaired people	<p>Undertake environment audits with the Hearing-Impaired staff from Coventry Sensory Team.</p> <p>Individual Risk Assessments to be completed, if necessary.</p> <p>Check flashing beacons that signal fire alarm activation regularly</p>	Annually, and as new children join the school throughout the year	All disabled personnel and pupils are able to access the school site, safely.
Enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear	Daily	All disabled personnel and pupils have safe exits from school.
Accessible car parking	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school	On-going	There is a place for disabled members of staff and visitors to park throughout the school day.

## Improving curriculum access

Target	Strategies	Timescale	What will success look like?
All children to have a successful transition to Pearl Hyde Primary School	Continue visits to feeder nurseries and to invite pupils & parents for pre-induction visits i) Pre-induction meeting with parents and relevant agencies ii) Investigate and implement, where appropriate iii) Review meeting after an appropriate period of time	Ongoing	All pupils have a smooth transition to Pearl Hyde Primary School.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability.	On-going	All pupils are able to access all school trips and take part in a range of activities
PE curriculum ensures PE is accessible to all pupils.	Review PE curriculum to include disability sports.	Annually	All pupils have access to PE and are able to excel, for example via support from an adult
Disabled children can take part equally in lunchtime and after school activities.	Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school.  Ensure there is a way of getting children with mobility issues/ wheelchairs to the village hall, where sports clubs usually take place – including leaving school via	As required	Disabled children feel able to participate equally in out of school activities.



	the playground gates instead of the main front door which has steps in front		
Relevant staff have specific training on disability issues	Identify training needs at regular meetings Promote training sessions for all staff on specific disabilities. Work with relevant outside agencies to support staff	On-going	Raised confidence of staff
Disabled children can move around the school (e.g. to the hall, library and dining hall).	Make sure corridors around school are clear of obstructions	On-going	Disabled children can get around the school.