



Pleasant Street Primary School



Accessibility Plan

September 2019

To be reviewed September 2020

'Pleasant Street Primary School pledges itself to be a place where uniqueness is celebrated and all individuals will find safety and respect for themselves and their families and their way of life.'

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) he or she has a physical or mental impairment, and
- (b) an impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

The Single Equality Act combines the existing three duties into one new Equality Duty that covers all **nine** of the protected characteristics: **age, disability, gender reassignment, marriage & civil partnership, pregnancy & maternity, race, religion or belief (or lack of belief), sex and sexual orientation**. This plan is a working document focusing on the disability section of the Equality Act. In this school we will ensure that at every level, in all our work and throughout all aspects of the school community and its life, all will be treated equally.

Pleasant Street Primary School is committed to providing an environment that enables full curriculum access and includes pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities. We respect a parent and child's right to confidentiality.

Pleasant Street Primary School's Accessibility Plan shows how access is to be maintained and improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan

The Plan contains relevant and timely actions to:-

- increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life other pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This will include access to all teaching and learning activities and to 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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve and maintain 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 within a reasonable timeframe;
- improve the delivery 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 timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Single Equality Policy
- Positive Behaviour Policy
- Health & Safety Policy
- School Development Plan / Curriculum Policies
- Special Educational Needs Policy / Statement
- Learning and Teaching at Pleasant Street Statement

It may not be possible to undertake all of the Accessibility works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be monitored throughout the year as is the School Development Plan.

The Accessibility Plan will be published on the school website.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Headteacher**
- **SEND Co-ordinator**
- **Caretaker**
- **Health and Safety Consultant**
- **LA Support**

Review Date: September 2020

Action Plan – Improving Physical Access:

| AIMS/TARGETS | WHO | TIMESCALE | ACTIONS | COST | SUCCESS CRITERIA/IMPACT | REVIEW |
|--|----------------|------------------|--|---------------|--|---------------|
| Ensure all walking routes throughout school are clear from obstructions. | All staff & TS | Ongoing | NV, TS and AJ to complete termly checks. All staff reminded of the need to keep the school walkways clutter free. | % of H&S SLA | School fully compliant against statutory H&S and Fire Brigade guidelines. Safe access within school reducing risk of injury. | January 2019 |
| Safe wheelchair access to school hall and first floor of building | NV, TS & AJ | Ongoing | NV, TS and AJ to complete termly checks. AJ to ensure ramps maintained to the appropriate standard. Regular servicing of lift meeting H&S recommendations. | City Lift SLA | Safe access to wheelchair users throughout the school. Premises and lift maintained to a high standard. | January 2019 |
| Extend car park to ensure suitable access for disabled users. | NV & TS | Spring 2018 | Gather quotes for car park extension. Works to be supervised by TS. Car Park lighting to be amended accordingly. | £5500 | Increased spaces for 6 cars allowing greater gaps between vehicles with disabled parking bays. Improved access. | January 2019 |
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Action Plan – Improving Curriculum Access:

| AIMS/TARGETS | WHO | TIMESCALE | ACTIONS | COST | SUCCESS CRITERIA/IMPACT | REVIEW |
|--|---------------------|------------------|--|-------------|--|---------------|
| Improved learning environments to meet the needs of all pupils. | All staff | Ongoing | Quotes gathered to create discrete IT Room / Library. Conservatory extension floor plans and build to extend floor space in Early Years. | £35000 | Quiet Library area in school to help promote love of reading. Additional floor space in Reception to provide adequate room for children's learning and play. | July 2018 |
| Interventions in place to support optimum learning opportunities for all pupils. | CG, JW & All staff. | Ongoing | Review provision mapping for interventions and year groups. Review interventions and impact on progress. | | Provision mapping in place to track interventions for pupils with SEND. Year group maps in place to monitor specific area of need EYFS/KS1/KS2. | January 2019 |
| Skilled staff supporting pupils with SEND. | JW & All staff. | Ongoing | Dyslexia Friendly training to be arranged. In house training through staff meetings, INSET, supporting TAs, Speech and Language services, CAHMS, Neurodevelopmental training, SENISS. SENCO briefings. | £1000 | Staff trained in areas identified resulting in improved outcomes for children. Increased teacher confidence. | July 2018 |
| Skilled staff supporting pupils with EAL. | BG & All staff. | Ongoing | EAL pupils on early stages of language acquisition will be assessed using a system that takes the age and stage of learning into consideration. BG to monitor assessment half termly. | | Teachers are able to assess progress in small steps as well as having clear "next steps", in order to help the child to access the curriculum at ARE. | July 2018 |

Action Plan – Improving the Delivery of Written Information:

| AIMS/TARGETS | WHO | TIMESCALE | ACTIONS | COST | SUCCESS CRITERIA/IMPACT | REVIEW |
|---|------------------|------------------|--|-------------|---|---------------|
| Website documentation to support EAL parents with no English. | ML & EK | Ongoing | Translation tool incorporated into school website. Blogs, tweets etc. converted into a variety of languages. Website to encourage parents to contact school for translation support. | | All families able to access relevant information on school website. All parents able to communicate on school blogs through website translation tool. | January 2019 |
| Written materials available in different formats. | NV, PP, JHD & GA | Ongoing | Policy documents to be altered on request – fonts, size, backgrounds etc. Parents identified to support school in translating information to non-English speaking families. | | All families fully aware of school policies and procedures. Parents confident in contacting the school and well-informed of the daily life of the school. | January 2019 |
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