



Pleasant Street Primary School



Accessibility Plan

September 2024

To be reviewed September 2025

‘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 2025

Action Plan – Improving Physical Access:

AIMS/TARGETS	WHO	TIMESCALE	ACTIONS	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.	School fully compliant against statutory H&S and Fire Brigade guidelines. Safe access within school reducing risk of injury.	September 2025
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.	Safe access to wheelchair users throughout the school. Premises and lift maintained to a high standard.	September 2025
Car park to be used as a pupil entrance and exit to aid safe leaving of school at end of school day.	NV & TS	Ongoing	Car Park to be closed to traffic at designated times. Car Park to be supervised by 2 members of staff in High Visibility vests.	Safe access to school for Year 5 and Year 6 pupils. Staff present to monitor road use near car park to ensure safety of pupils.	September 2025

Action Plan – Improving Curriculum Access:

AIMS/TARGETS	WHO	TIMESCALE	ACTIONS	SUCCESS CRITERIA/IMPACT	REVIEW
Interventions in place to support optimum learning opportunities for SEND pupils.	NN, KS & All staff.	Ongoing	Review provision mapping for interventions and year groups. Review interventions and impact on progress. Introduce 'Resilience Framework'.	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.	September 2025
Skilled staff supporting pupils with EAL.	BG & All staff.	September 2024	EAL pupils on early stages of language acquisition will be assessed using a system that takes the age and stage of learning into consideration. Intervention Team 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. Pre-teaching strategies embedded.	September 2025
Skilled staff supporting pupils from Disadvantaged backgrounds.	EK, AB & All staff.	September 2024	Intervention tailored to support the opportunity for pre-teaching. Children identified and interventions to take place before class learning.	Increased pupil confidence in accessing and attempting work in the classroom. Early identification of need resulting in improved pupil performance.	September 2025
See saw home learning platform in place to support delivery of homework and home/school communications	NN & all staff.	Ongoing	Platform logins managed by NN. Parent information shared via Parent App. Expectations shared with staff and pupils. SLT to review progress on a regular basis. Online learning in place in case of full/part school closure.	All children able to access learning e.g. shielding, self-isolating, home country etc. Children have access to consolidation of previous learning with personalized support available as necessary.	January 2025

Action Plan – Improving the Delivery of Written Information:

AIMS/TARGETS	WHO	TIMESCALE	ACTIONS	SUCCESS CRITERIA/IMPACT	REVIEW
Website documentation to support EAL parents with no English.	EK	Ongoing	Translation tool incorporated into school website. 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 media through website translation tool.	September 2025
Written materials available in different formats.	NV & JHD	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.	September 2025
Parent App used to share information quickly.	EK, NV & Office Staff	September 2024	Guidance regularly updated and shared with parents. Reporting tool in place for parents to contact school quickly with relevant information.	Efficient and accurate information sharing between home and school. Quick identification of issues. Parent confidence in school systems.	January 2025