

ACCESSIBILITY PLAN

Pendragon Primary School

The Pendragon Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, in consultation with pupils, parents, staff and governors of the school, and in conjunction with other school planning documents. It is compliant 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 on progress of the Accessibility Plan over a prescribed period. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Policy and will similarly be published on the school website. We understand that the LA 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.

We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Pendragon Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- 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 able-bodied pupils: this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits, and 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 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 handouts, 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.

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

- Curriculum Policy
- Single Equality Policy
- Staff Development Policy
- Health & Safety Policy
- SEND Policy and SEND School Information Report on the website
- Behaviour Management Policy
- School Development Plan
- Asset Management Plan / Suitability Survey
- School Brochure / Prospectus and Vision Statement

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The School Brochure / Prospectus will make reference to the Accessibility Plan.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. It will be monitored through the Governor ECM Committee. The Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved:

DATE:

Review date:

Accessibility Plan

Improving Curriculum Access for pupils with a disability

Target	Strategy	Outcome	Timeframe	Achievement
The Pupil Premium Funding is used appropriately to ensure that disadvantaged pupils have opportunities to maximise their achievements.	Identify disadvantaged pupils within school. Make sure that teachers are aware of these families. Headteacher to ensure that appropriate support is in place for these pupils and their progress is monitored.	Disadvantaged pupils make progress and receive appropriate support for their learning and personal development.	Funding identified in Spring Term . Ongoing monitoring of pupils' progress.	Monitoring shows clear use and effect of the Pupil Premium Funding.
Training / consultation to identify children's learning needs in relation to their disability, and to ensure appropriate resources and teaching methods are in place.	Staff attend training or consult with school SENco as appropriate to needs. External agencies involved where necessary. IEPs put in place where necessary.	Teachers are familiar with the criteria for identifying specific needs and how best to support these children.	Ongoing	Children with disabilities make appropriate levels of progress.
Extra curricular activities and residential trips are planned to maximise the accessibility for all children.	Review all out-of-school provision to ensure compliance with legislation. Consider staffing requirements when planning residential trips.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing as new opportunities are added to the range of extra curricular activities offered.	Clubs/trips are well attended and there is a broad range of activities to select from.
Review TA deployment	Ensure that TAs are appropriately trained and deployed to maximise pupils' access to the curriculum	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra curricular activities	Reviewed as part of budget setting and staff structure for the new academic year, and within team planning meetings.	Children who need individual adult support to participate in some activities have appropriate support.
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 classrooms	Classroom organisation enables children with disabilities to access resources independently as far as possible.	Classroom organisation reviewed each year in relation to the needs of the pupils.	Children with disabilities are able to fully participate in class activities
Staff have access to a range of equipment to support children with disabilities eg sloping boards, specialised writing equipment, wobble cushions, Sensory Circuits equipment.	SENco to audit equipment currently in school and identify needs.	All staff aware of currently available equipment. Purchases of additional equipment to be planned.	Audit October 2015. Purchase of equipment as budget allows.	Children have the equipment they need to access learning and fully participate

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement
Make available school prospectus, school newsletters and other information to parents in alternative formats. Statutory school information available to all. School information published on school website and updated regularly.	Review all current school publications and promote the availability in different formats for those that require it.	Statutory school information available to all. School information published on school website and updated regularly.	Ongoing	Delivery of school information to parents and the local community is improved
Ensure school documents are accessible for pupils and parents with visual impairment	Adapt documents as necessary, requesting advice from the Visual Impairment Service if necessary.	All school information available for all	Adaptations made as and when necessary	Pupils and parents with visual impairment are able to access all school documentation.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Survey parental opinion regarding effectiveness of current systems. Put in place strategies / training in relation to identified issues.	Awareness of target group raised		School is more effective in meeting the needs of pupils and parents

Improving Physical Access

Pendragon Primary School is designed with access for disabled pupils in mind, and has appropriate facilities already in place, such as designated parking bays and accessible toilets. Provision will be made at the earliest opportunity to make any necessary adaptations for children with disabilities starting at the school.

Item	Activity	Timescale
High visibility tape	Tape on low steps to be replaced to ensure good visibility	Dec 2015