

Approved by Governing Body on:

Accessibility Plan

Reviewed: January 2024

Equality Impact Pro-forma

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| Person responsible for review: Sara Hunt | Date of review: January 2024 |
| <p>Groups Considered:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Race/Ethnicity <input checked="" type="checkbox"/> Disability <input checked="" type="checkbox"/> Gender <input checked="" type="checkbox"/> Gender Orientation <input checked="" type="checkbox"/> Pregnancy/Maternity <input checked="" type="checkbox"/> Religion <input checked="" type="checkbox"/> Sexual Orientation <input checked="" type="checkbox"/> Age | |
| <p>Please detail any opportunities offered by this policy to eliminate prohibited conduct, promote equality of opportunity, foster good relations or advance equalities.</p> | |
| <p>All opportunities within this policy strive to support access to full school life: children and parents/carers, staff and governors. All objectives outlined support equality and inclusion.</p> | |
| <p>Having reviewed the implications of any proposed changes to, or confirmation of, the policy, are there any concerns that it could have a differential impact on any of the groups identified above? Detail any steps that should be taken to minimise or eliminate any negative impact on these groups:</p> | |
| <p>There are no concerns regarding the changes proposed in terms of a differential impact upon any of the groups identified.</p> | |

Legislation and Guidance:

Under the [Equality Act 2010](#), all schools should have an Accessibility Plan. 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) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make reasonable adjustments for pupils with disabilities under the Equality Act 2010 to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher and will be monitored at Peel Park Primary School by the Head Teacher and evaluated by the Governing Body.

Aims:

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

- 1) Increase the extent to which disabled pupils can participate in the curriculum;
- 2) Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- 3) Improve the availability of accessible information to disabled pupils.

At Peel Park Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other; Peel Park Primary School is committed to the development of cohesive communities both within our school’s physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children’s educational and well-being outcomes.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Peel Park Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors

and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimize any potential barriers to learning which could place them at a disadvantage. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

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

The Accessibility Plan will be published on the school website.

Monitoring:

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which 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 Accessibility Plan will be monitored through the Governor Finance, Premises, Staffing and Welfare Committee.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Contextual Information

Peel Park Primary School is a Local Authority maintained school. In September 2023, it reduced from three-form entry to two-form entry. The school was built in 2003 and is fully accessible to people with disabilities.

New parents and carers are asked about any health condition or disability in early communication. For parents and carers of children already on roll, we collect any relevant information through informal (leading to formal) meetings with parents and carers and during parent/ teacher consultations.

Some children have asthma and staff are made aware of these children. Inhalers are kept in the classrooms. All children have an asthma care information plan.

Some children have food intolerances/ cultural food choices. Where children have specific food allergies, they may require a care plan and information is shared with the relevant staff.

Children, who have anaphylaxis, have two epi-pens in school: one is kept in the classroom and one is kept in the school office.

All medical information is collated and available to staff in the class medical files and a whole school medical file. We have competent First Aiders and Paediatric First Aiders who hold current First Aid certificates. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

The school has children with a range of disabilities which include autism and ADHD, moderate and severe learning difficulties, and children with medical, physical and sensory difficulties. When children enter school with specific disabilities the school contacts the LA professionals for assessments, support and guidance for the school and parents.

The school commissions a Speech and Language Therapist (1 day per week) and a Speech and Language Therapy Assistant (half a day per week) from Bradford Speech and Language.

The school commissions time every year from the Bradford Educational Psychology to support the needs of children across school. Additionally, the school works closely with the Specialist Teaching Teams in Bradford as well as with health agencies including: the school nursing team, CAMHS, Physiotherapists, Occupational Therapists and Paediatricians to support the needs of children with disabilities. Through cohesive working with outside agencies, the school seeks advice and support to ensure that adequate and reasonable adjustments have been made.

Physical Access:

The school is a two storey building with wide corridors and several access points from outside. EYFS and Year 1 areas are all on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all. There is a lift which can accommodate a large wheelchair which is maintained on a regular basis through a service agreement.

On-site car parking for staff and visitor includes six dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception desk (in part), this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage (Nursery - also a hygiene suite), one in the main entrance, one in the dining hall, one outside the staff room and on the upstairs corridors. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users and EVAC Chairs. Several staff are trained in the use of EVAC Chairs and this training is carried out on a regular basis or when a new person needs training.

Action Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| <p>To continue to ensure that there is appropriate access to the curriculum for children with disabilities and SEN.</p> <p>To support the children in EYFS with appropriate provision so that they are prepared for their next stage in learning and so that the attainment gap begins to close.</p> | <p>To continue to liaise with the class teachers regarding barriers to learning for pupils in EYFS, particularly in relation to speech and language needs.</p> <p>To continue to ensure appropriate screening, assessment and observation of pupils in EYFS re. barriers to learning.</p> <p>To continue to work with outside professionals (EPT, SCIL and SALT) re. cohort planning for EYFS classes.</p> <p>To train and upskill staff in supporting pupils with speech and language needs, SEMH needs and learning needs so that appropriate provision and intervention can be implemented.</p> <p>To monitor the impact of the provision and interventions through assessment and observation.</p> <p>To continue to ensure that Well Comm is carried out in both Nursery and Reception.</p> | <p>Ongoing over the 3-year period.</p> <p>But:</p> <p>Well Comm screening and other relevant screening/assessments to take place within the first term of the academic year; training where needed within the first term of the academic year; cohort plans to have been established following assessment and screening.</p> | <p>EYFS teachers; EYFS Lead; SENDCo</p> <p>DHT through monitoring of assessment and PPR with EYFS teachers.</p> | <ol style="list-style-type: none"> 1) There is a cohort plan established for both Nursery and Reception classes which outlines the needs of the children and the outcomes, the provision and intervention. 2) Relevant staff have training for the provision and interventions. 3) The children make progress and are better-ready for Reception (if transferring from Nursery) and for Year 1 (if transferring from Reception) |
| <p>To continue to ensure that there is appropriate access to the curriculum for</p> | <p>Continued liaison with specialist teaching teams – the SCIL team professionals as well as through referrals to the special school outreach</p> | <p>Ongoing.</p> <p>Termly planning and</p> | <p>Class teachers SENDCo Curriculum co-</p> | <p>The curriculums are ambitious, yet appropriate and take into account the</p> |

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| <p>children with disabilities and SEN.</p> <p>To further develop the curriculum offer for children with complex needs in The Orchard and The Vines. (Additionally, for any other provisions which have been or may be established in school during this 3-year time period)</p> | <p>programme to support with curriculum development for children with complex needs relating to autism and SEMH.</p> <p>Development of the curriculum for these classrooms in conjunction with curriculum co-ordinators. This will be particularly relevant for the children who remain in the settings for longer than an academic year.</p> <p>Assessments and observations of the children’s learning styles as well as their starting points so that the curriculum content is appropriate.</p> <p>Regular review of the impact of the curriculum upon the children’s attainment.</p> | <p>termly review of the curriculums.</p> | <p>ordinators DHT - curriculum</p> | <p>individual needs of the children and their preferred means of learning.</p> <p>The curriculums are adapted yearly as necessary to support the children.</p> <p>The curriculums prepare the children for their next stage in learning.</p> <p>The curriculums are broad and balanced.</p> |
| <p>To continue to ensure that there is appropriate access to the curriculum for children with disabilities and SEN.</p> <p>To develop the provision of the sensory room and de-escalation room.</p> | <p>To continue to review and update policies and information documents relating to the two provisions in school.</p> <p>Liaison between class teachers, curriculum co-ordinators and SENDCo regarding sensory provision and inclusion of this within the curriculum offer.</p> <p>Development of sensory stories for children in EYFS and KS1 within the sensory room provision.</p> | <p>Ongoing</p> | <p>Class teachers Curriculum co-ordinators SENDCo</p> | <p>The sensory room and the de-escalation room are used appropriately and they enhance the curriculum offer for children across school.</p> |
| <p>To continue to ensure that there is appropriate access to the curriculum for children with disabilities and SEN.</p> <p>To further develop</p> | <p>During termly meetings between the SENDCo and class teachers, there is discussion regarding the scaffolding and differentiation measures required for individual children/ groups of children.</p> <p>Curriculum co-ordinators work to establish</p> | <p>Ongoing and on a termly basis.</p> | <p>Class teachers SENDCo Curriculum co-ordinators</p> | <p>Where it is needed, scaffolding and differentiation are provided to support access to the curriculum subjects for children with SEND.</p> |

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| <p>scaffolding and differentiation as appropriate for children across school.</p> <p>There is consideration paid to reducing cognitive load for children with SEND.</p> <p>Whilst this work has started, it continues to need to be embedded.</p> | <p>accessibility measures for children with additional needs and/or disabilities. These plans are reviewed annually.</p> <p>Training is accessed from outside professionals to support with scaffolding and differentiation as well as with reduction of cognitive load.</p> <p>Ongoing monitoring from the SENDCo.</p> <p>Staff to ensure that children have access to relevant equipment and adapted resources as necessary.</p> | | | <p>Children with SEND make progress across the curriculum and this is evidenced.</p> <p>All pupils have access to a broad and balanced curriculum.</p> |
| <p>To continue to ensure that there is appropriate access to the curriculum for children with disabilities and SEN.</p> <p>To continue to ensure that outcomes for pupils are appropriate and aspirational so as to reduce the attainment gap.</p> <p>Whilst this work has been started and ongoing, it continues to need to be embedded.</p> | <p>Termly targets and outcomes are set between the SENDCo and class teachers when reviewing and updating individual plans for children with SEND.</p> <p>Assessments support the setting of outcomes.</p> <p>There is liaison and discussion to ensure that the outcomes set are increasingly SMART.</p> <p>Targets and outcomes to be supported by relevant plans from specialist teaching teams and from the SALT.</p> | <p>Ongoing and on a termly basis</p> | <p>Class teachers SENDCo</p> | <p>SMART outcomes are set for the children in termly plans.</p> <p>The plans continue to be reviewed and updated with advice and strategies taken from external reports.</p> <p>The children make progress against the outcomes and this is evidenced.</p> |
| <p>To continue to ensure that there is appropriate access to the curriculum for children with disabilities and SEN.</p> | <p>SENDCo to source and provide training to LSAs in school as appropriate. Particular focus to be upon:</p> <ol style="list-style-type: none"> 1) Classroom support to develop thinking skills; 2) Visuals for learning; | <p>Half-termly training</p> | <p>SENDCo Specialist Teaching Teams who work with school HT</p> | <p>LSA staff receive appropriate training and performance management to aid their professional development.</p> |

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| <p>To continue to train LSA staff to enable them to meet the needs of children with a range of SEND.</p> | <p>3) Speech and Language Needs; 4) SEMH needs support.</p> <p>There continues to be Performance Management Targets set for all learning support staff to support their professional development.</p> | | | <p>The quality of support continues to improve and impact positively upon the attainment of the children in the classroom.</p> |
| <p>To continue to ensure that there is appropriate access to the curriculum for children with disabilities and SEN.</p> <p>To continue to review the attainment of pupils with SEND, making greater use of the Pre Key Stage Standards and through the use of Arbor.</p> | <p>Continued training and support for class teachers from DHT and SENDCo re. assessment: the Pre-Key Stage Standards and the use of Arbor to record and monitor attainment of pupils.</p> | <p>Ongoing and x 3 per year.</p> | <p>DHT SENDCO Class teachers</p> | <p>Assessment is used and analysed to support the learning and next steps within learning for the children.</p> |
| <p>To continue to ensure that there is appropriate access to the curriculum for children with disabilities and SEN.</p> <p>To ensure that the accessibility plan becomes an annual item at the FGB meeting</p> | <p>Accessibility Plan to be added to the FGB meeting every year.</p> <p>SENDCo to provide an update on the Accessibility Plan to the SEND Governor.</p> | <p>Ongoing</p> | <p>HT SEND Governor SENDCo</p> | <p>Governors have a secure understanding of inclusion and accessibility for all at Peel Park Primary School.</p> |

Aim 2: To improve the physical environment of the school: to increase the extent to which disabled pupils can take advantage of education and associated services.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| <p>To continue to be aware of the access/ medical needs of disabled children, staff, governors and parents/ carers</p> | <p>Medical Plans updated annually and shared between parents and relevant staff.</p> <p>Annual asthma training for all staff.</p> <p>Asthma forms to be completed for every child with identified asthma needs.</p> <p>All medical care and asthma plans collated in class files and a whole school medical file.</p> <p>Updated training when needed for First Aiders.</p> <p>Care Plans to be updated annually or when needed if more frequent between school staff and parents/ carers.</p> <p>Intimate care plans to be updated on an at-least annual basis with parents/carers with staff in school.</p> | <p>Ongoing</p> | <p>SENDCO Class teachers</p> | <p>All children's medical needs are being met and children are healthy and safe.</p> |
| <p>To continue to improve the physical environments for children in The Orchard and The Vines</p> | <p>Sensory audits of the classroom environment to be completed by class teachers.</p> <p>Sensory profiles with follow-up plans to be completed by teachers/ SENDCo with parents.</p> <p>SENDCo and class teachers to work with the specialist teaching teams – Communication and Interaction Team and SEMH Team regarding any environmental adaptations that are required to support the children further.</p> | <p>Ongoing</p> | <p>HT SBM Class teacher SENDCo</p> | <p>Any relevant adaptations are made to space, lighting, sound etc. There is additional consideration to displays which may be over-stimulating.</p> <p>Sensory profiles and plans continue to meet and support the needs of children with disabilities.</p> |

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| | <p>There is continued development with regards to spaces in the school environment to support the growing number of children with complex needs in school, but this will be dependent upon financial availability and other constraints in school.</p> <p>E.g.</p> <ol style="list-style-type: none"> 1) Additional space to provide continual provision for children in The Vines; 2) Additional space to provide a soft play room for children in The Orchard; 3) Additional space to provide appropriate environments and learning for the growing number of children with autism who are not yet ready to access mainstream classrooms. | | | <p>There is future planning in place to support the changing face of SEND in school and the growing number of children with complex needs in mainstream education.</p> |
| <p>To continue to ensure all reasonable adjustments are made with regards to safe evacuation of pupils with disabilities.</p> | <p>All children with access needs in terms of sensory needs and physical needs have a PEEP in place and these are shared with all relevant members of staff.</p> <p>All staff to be aware of their responsibilities when supporting the evacuation of children with disabilities from the school building.</p> <p>Further training, if needed, in the use of the EVAC chair.</p> | <p>Ongoing</p> | <p>SENDCo</p> | <p>All pupils with physical needs are safely evacuated from the building.</p> |

Aim 3: To improve the delivery of information to disabled pupils and parents.

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
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| <p>To continue to support parents with access to information regarding SEND.</p> | <p>SENDCo to monitor the information on the school website regarding special educational needs and/or disabilities and to ensure that this is accessible and informative for parents.</p> <p>SENDCo to source translators for parents/carers with limited or no English during meetings regarding their children’s needs and support.</p> <p>Parent/Carer – Teacher consultations x 2 per year with a report in the 3rd term. Staff to consider the needs of the parents in being able to access the information.</p> <p>Where parents/carers have a sensory impairment, appropriate means using technology will be used to ensure that information can be discussed.</p> <p>Where parents/ carers have a physical disability that might compromise information sharing, staff to liaise and support parents/carers with their most preferred means of being able to attend meetings. This could also be done through the use of technology.</p> | <p>By the end of July 2024</p> | <p>SENDCo Class teachers</p> | <p>Website re. SEND information is updated and monitored so that parents have access.</p> <p>Parents and Carers are informed of their child’s progress and attainment. They are fully included and supported to be involved in their child’s education.</p> |
| <p>To continue to support pupils with SEND with regards to written information</p> | <p>Class teachers and SENDCo to discuss at termly meetings the ways in which written information can be presented to children to support their cognitive, language and any sensory needs as appropriate.</p> <p>Continued development of the use of visual</p> | <p>Ongoing</p> | <p>SENDCo Class teachers</p> | <p>Children are able to access written information in lessons to support their learning and so that:</p> <ol style="list-style-type: none"> 1) Barrier to learning are reduced and removed; |

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| | supports to ensure that children know the expectations of a lesson as well as the meaning of vocabulary to support their understanding of the content. | | | 2) Attainment can be raised. |
| To develop strategies to support the child during the annual review process when completing section A | <p>Where some pupils struggle to respond to the questions included in Section A, SENDCo to develop appropriate visuals to support the children in being able to indicate their preferences, their ideas and their aspirations. This to be completed through a Talking Mats approach.</p> <p>SENDCo to liaise with class teachers about taking photographs of pupil's work to include in section A and to form the basis of discussion in the annual review process.</p> | Ongoing | SENDCo | <p>Pupil voice is developed and is woven into the child's EHCP.</p> <p>The pupil is able to access the content of the information during the annual review process.</p> |