

**PUDSEY BOLTON ROYD
PRIMARY SCHOOL**



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Care Growth Teamwork

Accessibility Plan

Date of ratification: **November 2021**

Ratified by: **Governing Board Committee**

Date of review: **November 2024**



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1. Introduction

At Pudsey Bolton Royd Primary School, we are committed to providing a fully-accessible environment which 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 challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, acceptance and inclusion. This Plan aims to increase the accessibility of provision for all pupils, staff and visitors to the school.

2. Key Aims of the Plan

Schools and Local Authorities need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and have been replicated in the Equality Act 2010. Part 5A of the DDA 1995 requires School's Governing Body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to use it
- Prepare and publish an Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan (see Appendix A) sets out how the Governing Body will improve equality of opportunity for disabled people. It aims to reduce and eliminate barriers to access to the curriculum and support full participation in the school community for pupils, and prospective pupils, with a disability. This plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 (Accessibility for Disabled Pupils - Accessibility Plans).

3. Definition of Disability

Under the Equality Act 2010, a person has a disability if:

- a) the person has a physical or mental impairment, and;
- b) the impairment has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

4. Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's Special Educational Needs & Disabilities (SEND) Policy.

The school recognises its duties under Part 6 of the Equality Act 2010, including the duty to prepare, implement, review, and revise an accessibility plan.

The accessibility plan is a plan for:

- a) Increasing the extent to which disabled pupils can participate in the school's curriculum
- b) Improving the physical environment of School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by it



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- c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

In performing their duties, governors and staff will have regard to relevant Codes of Practice, ensuring the school:

- Recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- Provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles
- Endorses the key principles in the National Curriculum 2014 and SEND Code of Practice 2014 which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

5. Action Plan Information

The pages in Appendix A contain our planned actions for 2021-2025 around the three required broad themes. Some actions are ongoing, included here for information to parents/carers, and to act as prompts in the review process for staff and governors.



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ACCESSIBILITY PLAN APPENDIX A: ACTION PLAN 2021-2025

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

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend age related after-school clubs, leisure and cultural activities and educational visits. Our key objective in this Accessibility Plan is to continue to reduce and eliminate barriers to accessing the curriculum and to ensure full participation in the school community for pupils, and prospective pupils with a disability. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Outcome</u>
Identification of pupils who may need additional / different provision.	<ul style="list-style-type: none"> • Early identification of pupils who need additional/different provision through Special Educational Needs & Disabilities (SEND) termly reviews with teachers, admission meetings with new parents, contact with previous schools for pupils who transfer to this school. 	Ongoing.	Class teachers, SEND Co-ordinator, School Business Manager.	Pupils with additional needs are identified early and appropriate provision put in place.
Increased skills and confidence of all staff in differentiating the curriculum.	<ul style="list-style-type: none"> • Be aware of staff training needs and assign Continued Professional Development (CPD) accordingly. • Support staff skills audit; access to CPD. • Physical Education (PE) Co-ordinator to support teachers in differentiating curriculum for pupils with disabilities. 	Ongoing and as required.	Headteacher, Deputy Headteacher, SEND Co-ordinator, P.E Co-ordinator.	Lesson observations demonstrate improved skills and raised staff confidence in strategies for differentiation and increased pupil participation.
Use Information & Communication Technology (ICT) software to support learning.	<ul style="list-style-type: none"> • Make sure appropriate hardware is made available to pupils who need it and that software is 	Ongoing and as required.	SEND Co-ordinator,	Wider use of SEND resources to support learning.



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	installed where needed; advice taken from outside agencies.		Computing Co-ordinator.	
Ensure ongoing compliance with the Equality Act 2010, Children & Families Act 2014 and SEND Code of Practice 2014.	<ul style="list-style-type: none"> Review all statutory policies to ensure that they reflect inclusive practice and procedure. 	Ongoing.	Headteacher, Governing Body.	All policies embrace the principles of equality of opportunities for all.
Collaboration and sharing between school and families.	<ul style="list-style-type: none"> Maintain close liaison with parents through formal parent consultations; informal meetings; newsletters, home/school diaries. 	Ongoing.	Headteacher, SEND Co-ordinator, teachers, teaching assistants.	Clear, collaborative working approach.
Collaboration between all key agencies.	<ul style="list-style-type: none"> Maintain close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues. 	Ongoing.	Headteacher, SEND Co-ordinator, teachers, teaching assistants.	Clear, collaborative working approach.
Raise attainment and narrow any gaps in attainment that may exist.	<ul style="list-style-type: none"> Monitor attainment of all pupils with SEND during pupil progress meetings and regular liaison with parents. Continue to purchase traded speech therapy time to support where pupils have Speech, Language & Communication Needs (SLCN). 	Termly.	Headteacher, Deputy Headteacher, SEND Co-ordinator, teachers, support staff, parents.	Progress made towards IEP targets. Assessment shows clear next steps and progress made.
Opportunities for children to see positive role models with disabilities.	<ul style="list-style-type: none"> Visitors into School. Purchase of materials which portray positive images of people with disabilities. Take part in awareness weeks e.g. Autism Awareness, Dyslexia Awareness weeks. 	Ongoing - review annually.	School leaders, SEND Co-ordinator, teachers.	Resources are easily visible. Planning shows consideration of



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	<ul style="list-style-type: none"> • Visible Dyslexia and Autism heroes displays in School. 			<p>possible visitors to School.</p> <p>Positive attitudes towards those with disabilities and towards principles of inclusion.</p>
Continue to develop range of learning resources, including ICT software, that are accessible for pupils with different disabilities.	<ul style="list-style-type: none"> • Subject leaders, in conjunction with SEND Co-ordinator, to review resources to support children with specific disabilities in their curriculum areas. 	Ongoing.	Subject leaders, SEND Co-ordinator.	Pupils with disabilities are supported in their learning with appropriate resources.
Increased participation in extra-curricular activities, disability sports events.	<ul style="list-style-type: none"> • Encourage participation in clubs at lunch and after school by disabled children; facilitate participation in disability sports events. • School to support participation for pupils who are disadvantaged and/or may need 1:1 support to attend clubs and events. • Purchase of sports equipment for disabled students to use in inclusive PE lessons. 	Ongoing.	SEND Co-ordinator, PE Coordinator.	All children have access to full range of extra-curricular activities. Additional sports equipment purchased and available for disabled students to use in inclusive PE lessons.
Teachers and teaching assistants develop skills to support pupils who have specific disabilities.	<ul style="list-style-type: none"> • Review CPD opportunities for staff to support pupils with specific disabilities. • Ensure moving and handling training, Evac chair training, Epilepsy, asthma, feeding training is kept up to date. 	Ongoing.	SEND Co-ordinator.	Review CPD opportunities for staff to support pupils with specific disabilities. PE coordinator to support teachers in



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				differentiating curriculum for pupils with disabilities.
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Aim 2: to improve access to the physical environment

There is a wide range of equipment and resources available for day-to-day use. To meet individual, specific needs we meet and consult with parents, advisors and other agencies and make reasonable adjustments to ensure our environment is fully accessible.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Outcome</u>
All pupils with mobility issues can be safely evacuated.	All Personal Emergency Evacuation Plans (PEEPs) are in place and up-to-date, and that staff (including new staff) are aware. Visit from Leeds health & safety Team to deliver training in use of Evac chair. Staff refresher training each year.	Ongoing. 2020.	Headteacher, SEND Co-ordinator.	Successful fire drills. Pupils evacuated safely in case of fire. Staff, where needed, are trained in use of Evac chair procedures.
Ensure that furniture and physical arrangement of furniture in school is appropriate to the needs of disabled pupils.	SENCO to review physical access needs of disabled pupils with CT's at termly review meetings. Make adequate provision through any adaptations necessary. Liaise with Occupational Therapists (OTs) on equipment needs for disabled pupils and purchase what is needed. Liaise with Julie Lewis, Access Officer, to discuss equipment needs for disabled pupils and storage needs.	Ongoing. Autumn 2021.	SEND Co-ordinator support from OT Physiotherapist.	Pupils able to access environment independently, comfortably and safely.
Ensure that all pupils can access personal hygiene facilities.	Consult with OTs and Physiotherapist on use of hoist in medical care suite to facilitate safe changing access for pupil with physical disabilities.	Autumn term 2021.	Headteacher, SEND Co-ordinator.	Pupils can access toilet changing



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	Liaise with OT on needs of a pupil who may need assessment on toilet frame to access toilets in reception. Purchase additional bath steps.			facilities safely and with dignity.
All educational visits to be accessible to all.	Thorough planning, including advance visits to ensure each new venue is vetted for appropriateness. Consider costs of coach with easier access as required.	Ongoing.	Educational Visits Co-ordinator, Headteacher, SEND Co-ordinator.	EVOLVE form and risk assessments all completed. All pupils in school able to access all educational visits and take part in a range of activities.
Pupils with medical needs are fully supported in line with Department for Education guidance 2014.	Needs identified by liaison with teachers, SENCO or on admission. Health care plans maintained and adhered to. Appropriate risk assessments in place. Appropriate training in place for staff.	Ongoing .	SEND Co-ordinator, Family Support Manager.	Effective plans and support in place and reviewed regularly.
Roads and paths around school are as safe as possible.	Communication with parents via safety messages / letters / walk to school week.	Ongoing.	Headteacher.	Disabled people to move unhindered along exterior pathways.

Aim 3: to improve the availability of accessible information to disabled pupils

We provide access to information and performance updates in a variety of ways including: – newsletters, Pudsey Bolton Royd website, open days, parent consultation evenings, SEND review processes and additional meetings with parents, as required.

<u>Target</u>	<u>Actions</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Outcome</u>
Ensure that disabled pupils and parents can access written information, providing alternative	Guidance to staff in making written information accessible to all pupils, including disabled pupils. Adaptations to be implemented where necessary for	Ongoing.	Headteacher, SEND Co-ordinator.	Written information is accessible to all school community.



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formats where necessary for identified pupils.	identified pupils e.g. visually impaired, pupils and parents with Irlens syndrome. Purchase of adapted materials, coloured workbooks Review home/school communications and website information to ensure user friendly language, clear layout and availability in dual language.			
Ensure visual supports used in classrooms and staff are confident in using them.	Visual timetables in use for identified children. Ongoing refresher CPD for support staff in using visual supports (to be delivered by speech therapist).	Ongoing.	SEND Co-ordinator, class teachers, teaching assistants.	Pupils with SLCN are supported by visual prompts in class.
Signpost parents to SEND parent support to help families and raise awareness of disability.	Signpost families to Special Educational Needs and Disabilities Information Advice and Support Services, Specialist Training in Autism and Raising Standards (STARS) dropins, SEND forums, charities etc, Autism support packs given to parents.	Ongoing.	SEND Co-ordinator, Family Support Manager.	Parents aware of support available to them and feel positively supported by school.
Make full use of external providers of support including the Local Authority for providing information in alternative formats (for example Braille or audiotape) if required.	Continue to access support from external providers such as: Leeds SEND Inclusion Team, Educational Psychology Team, Speech and Language Therapy, Deaf and Hearing Impaired Team, Visually-Impaired Team, STARS.	Ongoing.	Headteacher, SEND Co-ordinator, Family Support Manager.	Delivery of School information to parents and the local community improved.