

Pittington Primary School

Accessibility Plan

April 2021 – April 2024



Approved by: Cathy Lee

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by:

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

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.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work closely with Durham Local Authority who provide support and guidance to help the school develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Local Authority, children, parents, carers, staff and governors. We are committed to providing a fully accessible environment, which values and includes all children, staff, parents, carers, visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are fully committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to increase and improve the accessibility of provision for all children, staff and visitors into Pittington Primary School.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake 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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Current Good Practice:

We aim to engage in a positive dialogue with parents and carers as soon as they express an interest in their child attending Pittington Primary School and seek relevant information regarding any additional needs, disability or health conditions, which may need some adaptations so that the school is fully accessible to all. For those parents and carers who already have children attending our school, we collect information on disability as part of our ongoing discussions and maintain an open and genuine relationship with all parties.

Those children who have a disability are fully involved in all aspects of school life including extra-curricular activities and educational visits. The whole school building is fully accessible to all children.

We ensure that the full curriculum is accessible to all children. Children who have physical difficulties and health needs are fully included and staff plan for their needs so that they can participate in all lessons. Children with a diagnosis of ASD are well prepared beforehand for the content of the lesson, especially if the lesson plan involves some competitive games so that they are not surprised when the focus of the lesson changes. Children with a visual impairment have access to personal ipads so that they can access the content on the class and hall interactive white boards.

We aim to involve pupil voice in many aspects of school life and aim to use different forms of communication to ensure that all pupils can express their views and to listen to the views of others. Access to information is planned, with a range of different formats made available for pupils, staff. Governors and visitors if required.

Pittington Primary School is a one storey building with wide corridors and several access points from the outside. There are a few steps but these are limited to three steps. The hall is accessible to all parties from the school yard.

On site car parking for staff and visitors includes one dedicated disable parking bay. The main entrance to school is flat and ramped and wide doors have been fitted. The main entrance door open automatically and the school office is easily accessible to those who are using a wheel chair. Toilet facilities are available in the main entrance and are fitted with a wide door, hand rail, levered door handle and emergency pull cord.

Signage in school is clear and emergency and escape routes are clearly marked. Three of the eight classrooms do not have an additional door leaving the classroom.

The Local Authority provides the school with good advice when new children start school or when disabilities are experienced. They work closely with the Governors and Head teacher.

Action Plan: Short Term Objectives

Objective	Action	Timescale	Responsibilities	Success Criteria
To make links with Early Years providers and parents/carers to review the needs of those children starting nursery in the three intake points: September, January, March.	To identify those children who may need additional or adapted provision when they start nursery	As soon as the place is offered to the child	Nursery teacher	Additional needs of children are identified and any additional or modified provision in place. External professional involved with the child to be aware that the child is attending Pittington Nursery
To make links with Early Years providers and parents/carers to review the needs of those children starting school in September 2021	To identify those children who may need additional or adapted provision when they start reception class	In the summer term prior to the children starting school	Reception teacher	Additional needs of children are identified and any additional or modified provision in place External professional involved with the child to be aware that the child is attending Pittington Primary School
To review all statutory policies to ensure that they reflect the school's inclusive practice and procedures	To ensure that all policies comply with the Equality Act 2010	Summer term 2021	Senior Leadership Team, SENCO and Governors	Statutory policies reflect the school's inclusive practice and procedures
To review the curriculum and ensure that all children have full access	. employ specialist staff/seek advice from professionals e.g Occupational therapy . differentiated curriculum offered . range of support staff to meet the needs of children . use of specialist equipment . multimedia activities for	Ongoing	Senior Leadership Team, SENCO and Governors Subject Leaders	The curriculum and provision available in school is accessible to all children

	children to access the curriculum . use of P levels to help to develop learning opportunities for children to assess their progress in a range of curriculum areas			
To review attainment and progress of those children with special educational needs again the new age related expectations and determine and define 'good progress.'	SENCO to meet with class teachers to review progress of children with SEN against year group expectations and support plan targets.	September 2021 and then termly	SENCO and class teachers	Good progress made against support plan targets and curriculum expectations
Ensure that all stairs have hand rails and that nosings of outside steps are painted in non-slip, high contrast paint.	Caretaker to install hand rails where necessary and nosing of steps are painting accordingly.	Summer term 2021....and then annually or as necessary	Head Teacher, Governors and Caretaker	Nosings painted in non slip, high contrast paint Hand rails fitted on all steps

Action Plan: Medium Term Objectives

Objective	Action	Timescale	Responsibilities	Success Criteria
To promote the involvement of children with special educational needs and disabilities within the classroom and across all aspects of school life.	Pittington Primary School offers a broad and balanced curriculum which is accessible to all children. We need to review the curriculum and ensure that we have resources should a child attend a school who requires additional support eg screen magnifier software	On going	Whole staff team to be involved	A variety of learning styles and multisensory activities and resources clearly evident in the classroom and referred to in planning

Review classroom environments so that they are visually stimulating for children but also reflect the needs of children who may experience difficulty with such stimuli	Display policy agreed with staff. Sensory Smart Classroom Training for all staff	January 2021 September 2021	Head Teacher SENCO	Classroom environment reflects the curriculum and the age related expectations so that children with SEND have their learning supported. If necessary, classroom environments to reflect the principles of Sensory Smart Classrooms.
Ensure that all parents and carers have every opportunity to be involved in their child's learning and in school life	Review carpark to ensure that parents/carers who have a disability are able to drop off and collect their child from school Identify those parents and carers who may need more support with reading newsletters home and more help with homework expectations.	On going	All staff	All parents and carers are able to access all information available from school.
Children's toilets are adapted so that children can have their intimate care needs met appropriately	Head Teacher to contact GS in the Local Authority to assist with reviewing current provision and improving provision as necessary.	Spring term 2021 and then ongoing	Head Teacher/Governors/SENCO	Children's toilets adapted for those children who need additional facilities for their intimate care needs

Action Plan: Long Term Objectives

Objective	Action	Timescale	Responsibilities	Success Criteria
Develop the school grounds so	Implement Opal Outdoor Play		Head Teacher	Fully accessible outdoor play

that they are accessible to all	and Learning: staff training, resourcing	Starting in September 2021 and then ongoing	PE Lead All staff	resourced areas used by all children
Continue to ensure that the school building is accessible to all in the future reflecting the needs of the staff, children and parents/carers	School to work with the Local Authority to develop a building that is fully accessible	ongoing	Head Teacher/Governors/Local Authority	Fully accessible school building

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The building is on one floor with 2/3 steps in parts of the school. Handrails are installed.	None	HT/Governors/SENCO	
Corridor access	Corridors are wide	None	HT/Governors/SENCO	
Lifts	n/a			
Parking bays	There is 1 parking bay in the staff car park.	This needs to be marked with an appropriate symbol. It is currently being used as an access point for reception parents/carers due to covid restrictions.	HT/Governors/SENCO	September 2021
Entrances	School entrance is easily accessible	Consideration needs to be given to access to the school from the yard. There is currently no ramp access.	HT/Governors/SENCO	
Ramps	School entrance is easily accessible	Consideration needs to be given to access to the school from the yard. There is currently no ramp access.	HT/Governors/SENCO	
Toilets	Toilets are accessible to children but consideration needs to be given to create a space for	Head Teacher has contacted the Local Authority (GS) for seek advice and support to develop this provision.	HT/Governors/SENCO	Summer term 2021

	those children who need support with their intimate care.			
Reception area	This is easily accessible	None required		
Internal signage	This is appropriate for all children in school currently	Consideration may need to be given to signage in the future to meet the additional needs of staff or staff		
Emergency escape routes	These are easily accessible and clearly marked	Consideration would need to be given immediate consideration if a child in school was in a wheel chair as some classroom have smaller doorways and only one exit point.		