



Peover Superior Primary School

Accessibility Plan

Prepared by:	Adopted by Board of Directors
CEO and Principal	Spring 2023

Statement of intent



All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:

Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

This plan outlines how **Peover Superior Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable time frame, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LAC / Trustees will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trustees also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents.
- The Principal and other relevant members of staff.
- Governors – both LAC and Trustees.
- External partners.

1. Roles and Responsibilities

The Trustees will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The **Principal** will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trustees, LAC, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The **SENCO** will be responsible for:

- Working closely with the Principal, Trustees and LAC to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

2. The Accessibility Audit

The Principal and the Trust Central Team will undertake a Tri-annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Trust will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Trust will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments and sensitivities.
- Auditory disabilities – this includes those with hearing impairments and sensitivities.
- Comprehension – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The action that will be undertaken are detailed in the following sections of this document.

AUDITS & ACTION PLANS

Access Audit

Date: 26th June 2023

Lead member of staff: Jo Munro

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt / Evidence
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.		✓		Not all staff are trained to meet the needs of disabled children, individual staff who work with SEND children are trained to deal with their individual requirements.
All school staff and the governors have had access to training on disability equality and inclusion.		✓		All staff and Gobs have access to the SEND policy but not had any training.
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	✓			We would always take the necessary advice in order to equip our classrooms.
Positive images of people with different abilities are apparent in the classrooms and the school generally.	✓			All classrooms are inclusive.
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	✓			All children can access the curriculum as it is fully inclusive.

Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	✓			We ensure all children are welcome and included and ensure we respond to diversity.
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	✓			We make Best Use of TA's throughout the school and they are deployed where there is need to ensure all children are included.
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.	✓			All staff recognise the need adapt their teaching strategies to suit each individual child.
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.	✓			We have adapted our computers to enable dyslexic children to access resources.
The provision of laptops or e-devices are considered to aid recording and / or communication.		✓		We haven't had the need to do this as a school but we provide online resources to assist SEND children in their learning and development e.g. Nessy
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	✓			School ensures that all SEND children are inclusive of trips.
The school links with other schools to share good practice.	✓			We do this within our Academy Trust.
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	✓			Subject leads always ensure that their curriculum area caters for all learners.
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	✓			School ensures all SEND children are identified and

				have access to support in assessments.
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.	✓			As a school we always use outside agencies when and where needed. Recently we have used Early Help.
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	✓			Our Chair of Gov has a full oversight of SEND of the school.

Section 2: Physical Environment

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.	✓			
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	✓			Plans for cabin improvement/replacement which would then enable access as currently the cabin is inadequate.
There is a plan which shows priorities for major and minor works, costed and included in the Academy Improvement Plan.	✓			The cabin is a priority to be fixed until planning permission is granted.
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.				NA
Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.		✓		The alarm system in the cabin is not connected to the main building and there is no visual components throughout school only auditory alarm sounds.

				Further Guidance will be obtained about the visual components as we don't currently have any HI children in school
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	✓			We have nobody in wheelchairs within school at present.
With regards to ' <i>Supporting pupils at school with medical conditions (2014)</i> ', there is a policy in place for the effective and safe administration of medication. Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.	✓			We have a medical policy and any nappies to be changed in the staff toilet area in the presence of two adults.
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	✓			We do have disabled parking but we have trip hazards due to tree roots lifting some of the flags on the paths. This is scheduled to be dealt with over the Summer holiday 2023
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	✓			
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	✓			
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties, or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people.	✓			

Labels and signs are presented pictorially and in written word if needed for people with a disability.				
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Section 3: Access to information

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	✓			PECs Symbols used for EHCP child.
Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	✓			
ICT facilities are used to produce written information in different formats as appropriate.	✓			
Staff are familiar with technology and practices developed to assist people with disabilities. External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...	✓			
There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.	✓			

Access Planning Template for Period 2023 - 2026

Lead member of staff: Jo Munro

Date: 26.6.2023

Date of Review: Summer 2024

Name of Reviewer: Jo Munro

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	<i>Reposition of the flags to ensure they are flat and not causing a trip hazard.</i>	<i>SMO</i>	<i>Summer 2023</i>	<i>No Cost</i>	
	There is a plan which shows priorities for major and minor works, costed and included in the	<i>Cabin to be made water-tight and accessible to all learners</i>	<i>Roger Hannah/So mnium Group</i>	<i>Summer 2023</i>	<i>£21K</i>	

	Academy Improvement Plan.					
Medium Term						
Long Term						

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan.

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff:

Date:

Period of Plan being checked;

Does the plan cover;	Yes/ No	Comments
Access to the Curriculum?		
Access to the Physical Environment?		
Auxiliary aids and services?		
Teaching and learning practices?		
Staff training?		
Culture and ethos?		
Provision of written information?		
2. Are there targets that are;		
Short term?		
Medium term?		
Long term?		
3. Are there clear strategies to ensure targets fulfilled?		
4. Are there clear outcomes linked to the targets?		
5. Is there a realistic time frame?		
6. Are there indications as the resourcing of the plan?		

Recommendations