

# PILSLEY C of E (A) PRIMARY SCHOOL

## ACCESSIBILITY PLAN: 2019-2022

### Introduction:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover Education. Since Sept 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Pilsley CE Primary School is a single site school, with a Nursery. Three classrooms and a hall area. Disabled access is through the rear entrance. All teaching spaces are accessible on one level. We have good lighting in classrooms and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas). There is an accessible toilet. Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.

## Accessibility Plan 2019- 2022

<b>Action</b>	<b>Lead responsibility &amp; key personnel</b>	<b>When</b>	<b>Monitoring &amp; review procedures</b>	<b>Results to</b>	<b>Success Criteria</b>
Blinds to all windows to ensure visually impaired pupils and others do not suffer from light reflection on whiteboards	Head teacher SENCO Office Clerk	Spring Term 2020	Head Teacher through responses from children, staff & outside services	SEN Link Governor, Full Governing body in Head Teacher's report	Pupils will not suffer from light reflection to disrupt learning.
Ensure ICT equipment hardware and software are appropriate in supporting all children's needs	ICT Co-ordinator Head Teacher/SENCO	Autumn 2019	All staff in informal reports to ICT co-ordinator and SENCO/HT	Head Teacher through HT reports at end of year, compiled by ICT co-ord and HT for Governing body	Pilsley CE Primary school will have ICT hardware/ soft ware which will support a range of children currently on roll.
Ensure that all school visits are made accessible to all pupils	Class teachers arranging trips, Head Teacher	Summer 2020.	Head Teacher/ All staff/pupils/parents	Full Governing body in Head Teacher's report	All children will be able to access all Educational visits.
Act upon new SEN & Disability guidance	Head Teacher/SENCO	As appropriate	HT/Governors	FGB	All pupils will be fully included.

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Ensure that we ask all staff, children/ Parents /carers about their access needs when joining our school- Admissions packs will need reviewing with this in mind	Headteacher/ Governors when recruiting new staff. Early Years staff. All staff when receiving new pupils. School Office clerk	When joining school, both parents/carers and pupils or a new member of staff- this process has already begun	Head Teacher All staff All Governors	Full Governing Body in Head Teacher's report. School Advisor	Access needs of all attending, working and visiting Pilsley CE Primary School will be met where possible
React appropriately and helpfully through considering all adult needs individually e.g. partially sighted, partial hearing/ deaf, poor literacy skills etc	Head Teacher/ SENCO	On going	Head Teacher/ SENCO	Governor with responsibility for Special Needs	Parents with individual needs are sensitively assisted
Set up a system for new SEN/ EAL parents with experienced SEN/EAL parents	Headteacher/ SENCO EAL	As and when requested by parents	Head Teacher through meetings with volunteers/ new parents- Review at end of each school year	Full Governing Body in Head Teacher's report, noting parents/ carers comments	New SEN/EAL/Non English speaking parents will have support in the Induction process
Ensure that newsletters can be translated/ read together for specific families as required	Head Teacher to organise with support from EAL/ Office Clerk	As and when requested by parents	Head Teacher and all staff by responses from families concerned	Full Governing Body in Head Teacher's report	Families who require it will have access to newsletters/information translated into their mother tongue if possible/ read together. Important messages texted to parents for translation.

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Subject co-ordinators to review resources in their curriculum areas	Develop a range of learning resources that are accessible for pupils with differing disabilities	From March 2020	Time/ Training	Co-ordinators reports to Link Governors	Pupils currently on roll have access to all resources required to meet their needs.
SEN staff provide or arrange specific training for new and existing staff relating to disabilities experienced by pupils	Teachers and TA's develop skills to deal with pupils who have specific disabilities	Ongoing during academic year from 2019-2022	Staff have greater understanding of disability issues	Full Governing Body in Head Teacher's report	All staff aware of needs and trained to meet them effectively