**PILGRIM PRIMARY ACADEMY** 

**Accessibility Plan**

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| **Date of Policy Review:** | **Reviewer:** | **Date Shared with**  **Staff:** | **Date of Next Review:** |
| Nov 2023 | D Gale | Nov 2023 | Nov 2026 |

**1. Aims**

At Pilgrim we are proud of our commitment to being an inclusive, supportive school. Our school aims to treat all its pupils, staff and families fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We promote an ethos of collaboration, thoughtfulness and respect where every member of our school community; pupil, parent/ carer and staff, feel that they truly belong and are valued. We work together in an atmosphere of mutual support and encouragement which encourages each one of us to realise our full potential. We are committed to:

● a fully diverse pupil population

● developing a culture of awareness, tolerance and inclusion

● improving children's confidence and self-esteem

● providing a full and enriched curriculum

● challenging negative attitudes about disability or difference

● an accessible environment

**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 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. The school draws on the expertise of external agencies to provide specialist advice and support. The SENCO has an overview of the needs of disabled pupils. There are high expectations. SEND pupils' views are sought and recorded. There is appropriate deployment and training of learning support staff. Successful practice is shared within the school. The school works collaboratively with parents, carers, other agencies and partner schools.

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.

**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.

**Current General Good Practice which supports Accessibility for all**

We gather information about any disability or health condition in early communications with parents, carers and guardians of children who are new to school. Where transfer documents identify pupils with SEND, SENCo is available as families tour school to ask/answer questions about provision and needs. For parents, carers and guardians of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

**a. Increase access to the curriculum for pupils with a disability**

Pilgrim Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2013 framework, 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.

Disabled pupils participate in extracurricular activities. Some aspects of extracurricular activities present particular challenges (sites for school trips and visits for example). However, all reasonable adjustments are made to support as full an involvement as possible and venues are chosen with accessibility in mind.

Education & related activities Pilgrim Primary Academy will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. Advice and guidance will also be sought from Reach South Academy Trust Director of Education.

**b. Improve and maintain access to the physical environment**

Pilgrim Primary Academy is housed in a multi-level building and site. The school and site were remodelled during the period 2014-15 and the new build complies with accessibility regulations. All areas of the playground are accessible to all with main entrances being either flat or ramped. Main entrances to the school all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. The school does not have any dedicated visitor parking and visitors to the school use on-street parking, however suitable arrangements for disabled visitors are made when appropriate and requested. There are disabled toilet facilities available on each floor of the building. These are fitted with a handrail and a pull emergency cord. Whilst the school has flights of stairs, all floors are accessible via a lift. The school has internal emergency signage and routes are clearly marked. Door frames are painted in clear contrasting colours to support pupils with VI to move safely from area to area of school. External steps are edged with yellow paint for contrast. Personalised Evacuation Plans are put in place as required and in specific response to individual pupil needs. The main hall design includes sound insulating panels to ensure noise levels are suitably absorbed in this larger space.

There are no areas of the school to which physically disabled pupils have no access.

Physical environment - Pilgrim Primary Academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

**c. Improve the delivery of information to pupils with a disability**

Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed. Pilgrim Primary Academy will continue to make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

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**Management, coordination and implementation and review**

The School consults with other professionals and services when new situations regarding pupils with disabilities are experienced:

● Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.

● Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).

● Using specialist teachers to support learning and to give pastoral and inclusion support.

The Governors and Senior Leadership Team work closely with the Local Authority and Reach South Academy Trust Director of Learning Environments.

The School works closely with parents to consider needs and ensures, wherever possible, that these needs are met.

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**3. Accessibility Plan**

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

The plan will be made available online on the school website, and paper copies are available upon request. This Accessibility plan is also available by email, or in an enlarged print version, on request.

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| **Area 1: Increase access to the curriculum** |

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| **Current good practice:**  **1. The curriculum is reviewed to make sure it meets the needs of all pupils:**  ● Our school offers a differentiated curriculum for all pupils  ● Curriculum progress is tracked for all pupils, including those with a disability  ● Targets are set effectively and are appropriate for pupils with additional needs  **2. General Quality First Teaching approaches secure equality of access for all and include:** ● Setting clear learning objectives that are appropriately differentiated for individual pupils. ● We use resources tailored to the needs of pupils who require support to access the curriculum ● Provision of a bank of disability specific, specialist resources are available to support individual pupil needs.  ● The use of clear, well-presented visual aids to support learning of all pupils; word banks, visual prompts, labels, etc are present in every classroom to support  ● Using ability groups to target additional needs, with skilled staff to support learning. **3. Experienced SENCO liaises with teachers, Parent Support Advisor, Multi Agency Support Team, Childhood Development Centre, ELSA practitioners, Counsellors, Learning Mentors, social and emotional practitioners and partners is all health services to ensure cohesive planning, curriculum design and provision.** | | | | |
| **Objective** | **Strategy** | **Lead staff** | **Time**  **Scale** | **Outcome** |
| **Staff training:To**  **maintain staff CPD**  **and improve the**  **delivery of**  **information to**  **pupils with a**  **disability** | - SENCo to review the needs of children regularly (and on an annual cycle) through audit of SEN register, IEP and EHCP review, observations of learning and pupil voice  - Completion of audit of training needs of teaching and support staff. Identification of priority areas of provision. Provide training for staff as needed  - deploy expert advice and training to support in-house CPD; LA, local agencies, health services, out-reach service from special schools (including those within the Trust) and occupational health services  - performance appraisal links where job role requires | SENCO | Ongoing - audits  half  termly in focus | All teachers fully meet the requirements of disabled children’s  needs  Staff maintain  knowledge of best  practice strategies to enable curriculum  access |

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| **To continue to ensure all pupils have access to the curriculum**  **through adaptations and personal**  **equipment to support independent learning matched to their area of need including the**  **enhanced use of IT.** | -SENCo to review the needs of children regularly through audit of SEN register, IEP and EHCP review, observations of learning and pupil voice  -Adaptations are identified on EHCP and IEP documents and reviewed regularly, including access arrangements for assessments (e.g Year 6 SATs, termly PIRA and PUMA assessments)  -SENCo works with Subject Leads to provide best practice guidance for each identified area of need (including subject specific access arrangements and equipment)  -Continually review and purchase appropriate resources and IT equipment and software in line with pupils’ needs.  -Observations to be carried out within class to monitor pupils’ access to learning within sessions and have access to equipment and adapted resources where needed.  -SENCo to liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations - provide training at individual team level to support (visual, hearing  impairment, physical support)  -**Maintain analysis and scrutiny of SEND outcomes**; SENCo to analyse performance of SEND pupils, focussing on Core Subjects. Any current areas of underachievement are identified.  - SEND governor to scrutinise SEND progress and actions taken to address through meeting with SENCo. SEND Governor to complete Link Governor Visit Form with action points. SENCO to report termly to LGB  -SENCo meets regularly with Headteacher and Assistant Hedteacher to scrutinise SEND pupils’ progress.  -SENCo then feeds back to teachers to support the development of strategies and further CPD to address this. | SENCO  Subject  Leads  SENCo  and Asst  Head  SENCo  SEND link Governor | Ongoing - audits  via  IEP/EHCP review  Jan 2024 ongoing  ongoing  termly  termly  Termly | All pupils have equality of access to a broad and balanced  curriculum  Scrutiny of SEND  achievement is  embedded as a regular part of analysis of  progress pupil  progress and LGB  reporting  SEND pupils make at least expected  progress from their starting points  Our school offers a  differentiated  curriculum for all  pupils.  Resources are tailored to the needs of pupils who require support to access the  curriculum.  All pupils can  participate in learning using IT, which is  appropriate to their specific needs. |

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| **To ensure that pupils with disabilities have equality of access to an active and**  **experiential**  **curriculum** | All out-of-school activities are planned to ensure the participation of the whole range of pupils wherever possible, including residential experiences and off-site visits:  ● Ensure venues and means of transport are vetted for suitability during the  risk assessment and booking stage  ● Risk assessments to ensure that all children including children with  physical disabilities can access trips.  ● Increase staffing ratios to  accommodate additional needs  Review PE curriculum to include disability sports:  ● adapt Sports Day activities  ● seek disability sports events in the wider locality (PSSP event, GOALS @  Plymouth Argyle, etc.) | SENCO & EVC | ongoing | All pupils are able to access all school trips and take part in a  range of activities  All out-of-school  activities will be  conducted in an  inclusive environment, where possible with providers that comply with all current and future legislative  requirements |
| **Ensure a wide range of practices for**  **symbolic**  **communication and language adaptation** | Further staff training:  ● Colourful Semantics  ● Widgit tool for symbolic  communication  Audit of the learning environments for adaptations (collaboration with Trust SEN specialist colleagues):  ● communications in print  ● reducing sensory and communication overload  To ensure all classrooms have visual prompts to support the learning (word banks/topic words etc.) which also include pictures/symbols as references  All staff working with identified pupils in KS2 have access to PECs and/or Widgit cards for non verbal symbolic communication (on lanyards).  To use task boards and ‘chunk’ longer instructions and/or information to support those who have either ASD or processing difficulties. | SENCO,  teachers  and  support  staff | Feb  2024 | The use of adapted communication in  print creates an  enabling learning  environment which supports the needs of all pupils  The use of symbols supports  communication and curriculum access for identified pupils |
| **To improve access to written text for those pupils with visual**  **processing difficulties or visual impairment.** | Ensure that all pupils who use coloured overlays also have:  - information printed onto preferred coloured paper  - access to an individualised coloured wipeable board (use of blue or green pen).  Resources are routinely enlarged and are printed in non-cursive and non-joined script | SENCO,  teachers  and  support  staff | April  2024 | Pupils with visual and processing difficulties have best access to communication in text |

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| **Area 2: Access in the Physical Environment** | | | | |
| **Current good practice:**  ● Disabled toilets are accessible on every floor of the school building (staff and children) ● All classrooms, teaching rooms and toilets are clearly labelled  ● Children with some identified needs have access to adapted spaces; the physical environment is calm and a safe place to be  ● A lift is in place to access all 3 floors of the school building  ● Doors are a suitable width for wheelchair access throughout school.  ● Classrooms are organised and equipped for all learners to be independent.  ● School hall acoustics have been improved to reduce anxiety and sensory needs.  ● Contrasting coloured door frames and yellow edged steps support pupils with visual impairment | | | | |
| **Objective** | **Strategy** | **Lead**  **staff** | **Time**  **Scale** | **Outcome** |
| **Improve and maintain a safe and accessible school environment** | Regular maintenance programme and risk assessments carried out.  Maintain specific aspects of the physical environment:  - upkeep of the contracting paintwork (door frames, step edging) to support  access for pupils with Visual  Impairment  - Maintain/servicing of the lift to all floors  - Access to disabled toilets  Risk assessments for school events to include focus on accessibility to/within the event for pupils, staff and visitors.  SENCo to liaise with the Executive Business Manager regarding any pupils with specific needs. | Head  SENCO | ongoing cycle  When  required  when  required | The environment is adapted to the needs of pupils as required.  All pupils, including those with learning or physical/ sensory  disabilities, are able to access the entire site.  Specific events held on school premises are accessible for all those attending |
| **To ensure classrooms are optimally**  **organised to promote the participation and independence of all pupils** | -Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases  -Classroom environments remain free from unnecessary visual interruption, including displays and wall spaces, particularly around the main teaching space/white board. | SENCO  and CTs | Ongoing monitor cycle | All pupils can access all areas of the learning environment and pupils can be independent within learning  according to their  needs  Pupils are not  distracted by the  environment,  remaining focussed |
| **To further enhance the school signage using consistent non text symbols** | Use of PECs/Widgit symbols to identify key spaces around the school building (toilets, library, hall, kitchen, offices, etc.) | SENCO | Feb  2024 | For all children and adults to access  signage around the school building |
| **Area 3: Improve the delivery of written information to both pupils and adults.** | | | | |

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| **Current good practice:**  ● Visual timetables and information supported by signs/symbols for pupils with identified needs. ● Home-school daily communication books for identified children to ensure effective communication between school and family  ● Provision of verbal or large print information for identified pupils.  ● Parents section on website and VLE (Google Classroom) with access to policies and class activities**T** ● Google Translate service on website and Google Classroom  ● Communication is sent electronically (text and email) to enable parents who speak English as a second language to easily translate  ● School meal choices are accessible to all in image format (photographs of each meal) to enable children to make informed choices. Translated menus are available from the school office on request and a link to electronic version of the school meals menu is on every newsletter (easily to translate) | | | | |
| **Objective** | **Strategy** | **Lead**  **staff** | **Time**  **Scale** | **Outcome** |
| **Further improve**  **access to information for parents and carers** | **Introduce the Arbor Parent App to improve access to:**  -Attendance data  -Behaviour feedback  - Booking services  - more frequent text messaging service  **Improve access to Prospectus:**  -Prepare summary prospectus (Prospectus On A Page) document printed and translated into multiple languages  - include symbols and reduce amount of text in main prospectus for ease of reading and to support parents and carers for whom English is a second language  - introduce an audio version of the prospectus on the website | Head  Head  Office  Manager | Jan/Feb  2024  Sept  2024 | Parents and carers  have access to  information at times more accessible to  them (‘in the moment’ attendance and  behaviour data)  Key school information is made more  accessible for parents and carers with  processing challenges or visual impairment and for whom English is not the preferred language |

**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 Board and monitored by Reach South Academy Trust. The Equality Governor will monitor the implementation of the plan annually.

**Complaints**

The school works, wherever possible, in partnership with parents and carers to ensure a collaborative approach to meeting pupils’ needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

**5. Links with other policies**

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

● Equality information and objectives (public sector equality duty) statement for publication ● SEN and Inclusion Policy

● The school SEND offer

● The most recent SEND audit (Local Authority)

● Supporting pupils with medical conditions policy

● Risk assessment policy

● Health and safety policy

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