



## Pinchmill Primary School

The Old Road, Felpersham, Bedfordshire MK43 7JD



## Accessibility Plan

Date of Review	February 2024
Next Review Date	February 2024
Staff Responsibility	Head
Responsibility FGB/Committee	FGB
Governor Approval	

## Introduction

The SEN and Disability Act 2001 extended The Disability Discrimination Act 1995 (DDA) to cover education. Since September 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.

This Accessibility Plan has been developed in consultation with staff and governors of the school and covers the period from January 2024 to January 2025

Current Accessibility Arrangements:

## Admissions

The following statement is an extract from the School's Admissions Policy: The Governors of Pinchmill Primary School supports the Special Educational Needs and Disability Act (2001). The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided. The admission of a child with Special Educational Needs to the School will be conditional upon:

- The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information
- Following the procedures which are set out in any school policies relating to Special Educational Needs e.g. Assessing Children's Educational Needs
- The availability of appropriate facilities within the school. These include both physical facilities and reasonable curricular provision
- Specific additional funding, if required
- Agreement about the stages for which entry is being offered. In particular, transition from primary to upper school will be dependent upon a review of the child's needs and the evaluation of any difficulties which the child may have in accessing an appropriate education
- Acceptance by the parents/guardians that some educational opportunities, which take place off-site may not be available. The above conditions will also apply, if a disability develops during the course of a child's education in Pinchmill Primary School.

## Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

Building	Features
Main building	<p>All classrooms can be accessed via flat or ramped entrance and exit at the front and rear of the building. Some fire doors have mat wells that need to be remodelled to help wheelchair access. (See Action Plan)</p> <p>There is a disabled toilet in the main building that if necessary can be used for the children and there is a disabled toilet for the children in the KS2 block. The Reception classroom also has a disabled toilet.</p> <p>Corridors are wide enough for wheelchairs to be used.</p> <p>Doors have low fitted handles where necessary.</p>
Hall	Main entrances are flat allowing for easy wheelchair access. The rear fire door has a ramp down to the outside playground. The cloakroom exit is also suitable for wheelchairs. Exit through the front of the school is also suitable for wheelchairs. Access to Kitchen Servery is clear and suitable for wheelchair bound pupils.
Porta-Cabin	Access available using ramps, no steps to the front entrance, although fire exit is via steps.
Playground	Available for all pupils. Access is available without the need to use steps.
Field Area	Available for all pupils.
Entrance Paths	All clear of steps allowing easy access for all pupils and parents. Access ramps available from the car park and the front path to the school entrance.

## Evacuation Procedures

The schools Fire and Evacuation Procedures lay down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Education, Health and Care Plan for the pupil.

## Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.

As a Main Stream Primary School we would aim to successfully support pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Education, Health and Care Plan for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate agencies. Support can come in a variety of formats through the school's intervention strategies.

- Input from specialist (external) teachers
- Technological enhancements - induction loops, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can improve difficulties of mobility and sight impairment in particular.

In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.

In conjunction with the School's SENCO teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's Curriculum Policy incorporates advice for teachers on supporting disabled pupils. The school has an on-going program of staff development related to meeting the needs of different learners where identified. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

### **Informal Curriculum**

Pupils at Pinchmill Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's Education Health and Care Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance. This will be considered when deciding if it is appropriate and safe for them to participate.

### **Information for Pupils and Parents**

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with Bedford Borough Advisory Services.

**Source Materials for the new plan:**

The priorities of the plan have been identified using a number of sources including:

- End of Key Stage results
- Pupil questionnaires
- Parent Consultations
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities Policy
- Health & Safety Policy
- administering medicines policy
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Discipline Policy
- The Admissions Policy
- The Annual School Prospectus

**Action Plans**

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. See appendix 1 for the Pinchmill Primary's Accessibility Plan.

- School's Accessibility Plan.
- The governors Finance Committee will be responsible for obtaining and allocating the funds needed to implement the priorities in the plan.
- The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.
- Progress of the Plan's Priorities will be reported:
  - to the Full Governing Body at least once per year
  - in the School Prospectus
  - on the School website
  - in the School Profile

Parents/ Carers may request a copy of the Accessibility Policy/ Plan from the School Office.

Policy Agreed:

Chair of Governors

Headteacher

Date: February 2024

Review Date: February 2025