

Accessibility Policy



Preston Grange Primary School

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Last reviewed: March 2025

Next review due: March 2026

Accessibility Policy

Aims

Preston Grange Primary School is an inclusive school and our values reflect our commitment to building a school where there are high expectations for everyone. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of equality and respect where every member of our school community feels that they truly belong and are valued.

Legislation and guidance

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The physical environment of the school and surrounding areas can be a significant barrier to participation in educational activities for disabled pupils. The school is committed to removing these barriers as part of its vision of an inclusive school.

Definition of disability

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

This plan considers three areas:

- a) Improving Education and related activities
- b) Improving the Physical environment
- c) Improving the provision of information

Education and related activities

The school strives to ensure that staff have access to continuous CPD to develop their skills to support children's needs. The school's SENDCo works closely with class teachers to monitor the progress and attainment of pupils with disabilities, and ensure reasonable adjustments are made to enable them to access the curriculum

and wider school activities. All pupils are encouraged to take full part in all areas of the curriculum. Staff strive to ensure pupils with disabilities are included in all activities, advice and support will be sought from other professionals when necessary to support this.

The Physical Environment

The school will take account of the needs of pupils and visitors when undertaking further improvements to school. The school's main entrance is easily accessible and there are accessible toilet facilities available. Electric school gates are closed during the school day and managed by the office staff to control vehicles entering the site. The playground is fenced on all sides. The school is a one storey building, making classrooms accessible for all. Age related furniture and equipment is selected for each classroom. Where further specialist furniture is needed, the school works closely alongside the Occupational Therapy Team. Pupils have access to physical aids in the classroom such as specialist pens and pencils and IT equipment as required. Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly point is on the playground.

Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. When necessary Access Arrangements are put in place when pupils sit Statutory Standardised Tests (SATs). We have a clear policy on the administration of medicines with trained staff. Medical protocols are available at the school office for children with medical needs.

Education Provision				
Objective	Action	Lead	Resources	Monitoring
To be aware of the access needs of any child with a disability.	Initial meetings with parents when children join the school. Annual scheduled discussions to discuss any	SENCO Class teacher School office	Time for meeting and to update records.	SLT

	changes. Open door policy with SENCO and class teachers to discuss any concerns or changes.			
To ensure that curriculum planning takes into account all pupil needs and ensures access to learning resulting in high pupil outcomes.	Class teachers and subject leaders to ensure that their curriculum is accessible for children with disabilities.	Class teacher Subject leads SENCO	Additional resources to enhance the curriculum where necessary.	Subject leaders.
Ensure that all pupils are able to access instructions/information during all aspects of school life.	Observations of children with additional needs. Conversations with children and parents. Planning and design of classrooms with these children in mind. Inclusive environments with visuals to reinforce learning	SENDCO Class Teachers Teaching assistants 1:1 support staff	Specific resources to support learners. iPads. Now/Next boards, Visual Timetables, individual workstation, individual support plans.	SENCO
To ensure all educational visits, activities and residential trips are	Ensure risk assessments include reasonable adjustments.	Class teachers Group leader SENCO	Appropriate training as required to ensure staff are confident	Class teachers Educational visits coordinator

accessible to all pupils	Ensure staffing is available to provide appropriate levels of support. Arrange meetings with educational visit staff to collaborate about reasonable adjustments. Visit locations of trips to look where adjustments may be necessary.		in planning accessible activities. Pre visits to locations of trips.	
To ensure all staff receive relevant and timely training on SEND.	SENDCo to monitor relevant training opportunities available. Staff to request training they feel would be beneficial. Training to be planned to support individuals. Staff training provided through staff meetings and bringing in external services for	SENCO SLT Teaching and support staff.	External agencies where appropriate.	SENCO and SLT.

	specific training where required.			
Audit the representation of people with disabilities in books, the environment and teaching materials.	Ensure a range of diversity books being used with a focus on those with a range of disabilities.	Reading lead	Time Funding for additional books.	SENCO and SLT.
Physical Environment				
Objective	Action	Lead	Resources	Monitoring
To be aware of the access needs of any disabled child, staff member, governor, parent or carer.	Reminders to parents and carers via school letter to remind them to inform school if they or their child have any problems with accessing areas of the school site.	Headteacher Office staff		Head teacher
To ensure all pupils and adults with a disability can be safely evacuated in an emergency.	Ensure Personal Emergency Evacuation Plans are in place for all disabled pupils. Ensure staff are aware of their responsibilities in evacuation. Ensure all fire exits are kept	Headteacher SENCO	Personal Emergency Evacuation Plans. Emergency Evacuation plan.	SLT

	<p>clear and that exit routes are clearly signposted and accessible. Ensure parents & visitors are made aware of relevant exits and plans when on site, including location of ramps where appropriate. SENCO and headteacher to create Personal Emergency Evacuation Plans with children and adults when necessary.</p>			
<p>To ensure all areas of school are accessible to disabled pupils.</p>	<p>Make any necessary adjustments to areas as required e.g. ramps, widening of paths etc Raise awareness of mobility issues in classrooms – position of furniture etc. Ensure that the school is</p>	<p>Headteacher SENDCo</p>	<p>Cost of any alterations needed.</p>	

	accessible to disabled children and adults.			
To continue to provide a sensory area for children with sensory needs.	Maintain the sensory area within the mobile classroom.	SENCO Teaching assistants		
Provision of information				
Objective	Action	Lead	Resources	Monitoring
To review information provided to parents and ensure it is accessible.	Provide information and letters in clear print and simple English. School office to support parents to access information and complete forms. Ensure all key information is accessible via the school website. Produce information in home language or large print when it is required.	Headteacher Office staff	Time to convert letters into more appropriate formats.	Headteacher
To ensure that languages other than English are	Display posters in a variety of languages to reflect	Office staff SLT Support from bilingual	EMTAS support	SLT

visible in and around school for bilingual children.	languages spoken within the school community.	families		
To ensure that information in SEND Annual Reviews and parent meetings is as accessible as possible.	Write child-friendly targets for support plans. Speak to parents to ask how they can best be supported. Offer opportunities for parents to bring someone to the meeting with them. Offer access to translators/interpreters where possible/necessary. SENDCo Class teachers.	SENDCo Class teachers	Time EMTAS service Support from an interpreter when necessary.	SENCO