



Pawlett Primary School Academy

Accessibility Plan 2020-2023

Adopted	December 2020
First review	
Second review	
Third Review	

The Purpose of this Plan

This plan show how Pawlett Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial a long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

There has been a school in Pawlett village since 1861 years, but we have been on the present site for over 40 years. Most of the school is on one level.

At present we do not have any children or parents who are wheelchair dependent or use mobility aids. There are currently no members of staff that are wheelchair dependent.

Current Range of known Disabilities

The school has children with a range of needs from moderate and specific learning disabilities to more complex requirements. We currently do not have any pupils with hearing impairments, but we do have a member of staff who does. We do not have any pupils or members of staff with any significant visual impairments.

Areas of planning responsibilities

1. Increasing access for children with disabilities to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids where required, to access education)
3. Improving the delivery of written information to pupils with disabilities (this will include planning to make written information that is normally provided by the school to its pupils available to pupils with disabilities). The information should take account of pupils' disabilities and pupils' and parents' preferred formats to be made available within a reasonable time frame.

1. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and continual professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed aged, inclusive classes.

It is a core value of the school that all children are enabled to fully participate in the broader life of the school. Consequently, all children are permitted to attend age-relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Success criteria	Responsibility
To increase staff confidence in differentiating the curriculum	Staff CPD on different aspects of SEN including dyslexia, attachment, ASD. Specific children named on planning outlining activities	All staff will feel more confident in meeting the needs of children. Increased pupil participation and engagement.	Class teachers SENDCo
To use ICT software to support learning	Utilise iHasco training where appropriate, Communications Trust resources, programmes such as Nessy, better use of iPads to record work verbally Improved tracking of SEND children's' progress	Staff and children accessing ICT to support learning more effectively Improved attainment and outcomes	Class teacher SENDCo Principal IT dept.
For all educational visits to be accessible to all	Ensure venues are vetted prior to visit for suitability and accessibility. Risk Assessments carried out prior to trips. Guidance given to staff on trips accessible.	All pupils can attend educational visits and take part in a range of activities.	Class teachers SENDCo Operations Manager

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Success criteria	Responsibility
To be aware of the access needs of all stakeholders	To create access plans for any pupils with a disability. To be aware of access needs of other stakeholders.	For all stakeholders to be aware of access needs of others. For stakeholders with disabilities to feel confident that their needs are met and they have full access to the all school activities.	SENDCo Principal SEND Governor
To ensure that the layout of the school allows access for all pupils to all areas.	Consider the needs of all stakeholders and adjust the building as necessary.	Access for all.	SENDCo Principal Operation/Site Managers
To ensure that all pupils with a disability can be safely evacuated.	Evacuation plans put in place for all children with a disability. To ensure staff know what to do in an emergency.	That all pupils with a disability and staff working alongside are safe in the event of an emergency.	SENDCo Class-based adults
To ensure that the classroom is accessible to pupils with a hearing and/or visual impairment.	Seek advice on individual pupils' needs from VST and HST as and when appropriate to child joining our school	All children will have access to the learning environment.	Advisory teachers, from HST/VST SENDCo

3. Improving the delivery of written information to pupils with disabilities

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, text books and information about school events. The information should take account of pupils' with disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Success Criteria	Responsibility
To ensure all information given to parents is accessible.	Information is concise and easy to read. It is written in clear print. School staff and FSW will help parent struggling to access information.	All parents will be able to access all information.	School Office Family Support Workers
To ensure that information is provided in a suitable format for pupils and adults with a disability.	Font is clear and enlarged and matt laminates are used for pupils with visual impairments. Pupils with dyslexia (or traits of) will have access to coloured overlays and books if required.	Pupils will be able to access all information. Staff will be aware of formats needed for different pupils.	Class teacher (for pupils) SENDCo Office (for parents)
For information to be available in different languages for pupils' and parents'.	Access to translators and interpreters where necessary.	Pupils and families will feel supported, valued and included.	Class Teachers SENDCo