



Pontesbury CE Primary School

Accessibility Plan

Reviewed September 2024

To be reviewed September 2026

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1. Aims

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 aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan including staff, governors and pupils.

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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>At Pontesbury we follow a graduated approach to identifying SEND, providing appropriate provision, and then monitoring and reviewing progress.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability. Data is put in to iTrack and monitored by the assessment co-ordinator.</p> <p>Targets are set effectively in termly pupil progress meetings and in Pupil Support Plans (PSPs) and are appropriate for pupils with additional needs.</p> <p>Parents of children with SEND will be offered the opportunity to have termly meetings to discuss the PSP with the class teacher.</p> <p>Pupil Support Plans are working documents that are updated termly.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum such as Dictaphones, i-pads,</p>	<p>Long term – Ensuring maximum achievement for all children.</p> <p>Medium term -Ensure regular targets are agree and shared with pupils, parents and staff</p> <p>Short term– Increasing the day-to-day provision of children with SEND</p>	<p>Training for all teaching staff on how to use resources and how to write PSPs and track progress.</p> <p>Regular discussions with parents of SEND children alongside formal PSP review meetings.</p> <p>PSP reviews to take place each term.</p>	<p>Headteacher, class teacher and SENDCo</p>	<p>Pupil progress meetings</p> <p>Then ongoing</p> <p>PSPs to be completed during the beginning of each term.</p>	<p>PSPs completed and used regularly by class teachers to inform planning and support.</p> <p>Teachers feel they have necessary skills to carry out effective provision – evidenced through appraisals.</p> <p>Parents and pupils feel they have a voice.</p>

	<p>various writing tools and visual aids.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Children and staff with SEND are not impaired in their day to day activities in school.</p>	<p>Check disabled facilities when doing a health and safety check.</p> <p>Review wheelchair access to and from school and into nursery.</p>	<p>Headteacher</p>		<p>Wheelchair access all around the school, in and out of school.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage to ensure children with SEND can navigate their way around school. • Large print resources • Pictorial or symbolic representations. For example timetables, toilet and washing facilities • Additional adult support. • Additional technology to support. 	<p>Ensure children feel safe when moving around the school and feel confident in the school routines.</p> <p>Children understand fully the expectations of the school and class teacher</p>	<p>Check that signage is updated.</p> <p>Lesson monitoring will ensure that children with SEND are accessing the work provided.</p> <p>Ensure parents are aware of where information can be found on the website.</p> <p>Ensure class teachers continue to repeat information, use visual clues and speak to parents at the end of the day when necessary.</p>	<p>Headteacher, SENDCo and class teacher</p>	<p>Ongoing</p>	<p>Classroom resources are in place.</p> <p>Signs are clear and maintained around school.</p>

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 Ann Thorne (Chair of Governors) and Tom Lowrie-Herz (Headteacher)

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete by
Corridor access	All corridors are wide enough for wheelchair access and suitable for wheelchairs to maneuver	Ensure corridors are kept free from any obstacles.	Headteacher	Ongoing
Parking bays	No disabled parking bay	Provide parking on request where safe and available.	Headteacher	Ongoing
Reception area	Automatic door and sufficient room for wheelchair access	Ensure door is operational	Headteacher	Ongoing
Internal signage	Labels well and clearly displayed throughout school.	Regular monitoring to ensure signs are maintained.	Headteacher	Site walks
Emergency escape routes	Labels well and clearly displayed throughout school.	Regular monitoring to ensure signs are maintained.	Headteacher	Weekly site walks