



PRIDE IN EXCELLENCE

## ACCESSIBILITY POLICY

**Author**

AHT Inclusion

**Version**

2

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## ACCESSIBILITY POLICY

### 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 pupils with disabilities, under Part 4 of the DDA:

- not to treat pupils with disabilities less favourably for a reason related to their disability
- to make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage
- to plan to increase access to education for pupils with disabilities

In 2005 the DDA brought in a duty on all public authorities to promote disability equality, this includes schools and local authorities. At Purley Oaks Primary School we have a general duty to:

- promote equality of opportunity between people with disabilities and other people
- eliminate discrimination
- eliminate harassment related to a disability
- promote positive attitudes towards people with disabilities
- encourage participation by people with disabilities in public life
- take steps towards inclusion even where that involves treating people with disabilities more favourably than other people

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with disabilities in the three areas required by the planning duties in the DDA:

- increasing the extent to which pupils with disabilities can participate in the school curriculum
- improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services
- improving the delivery to pupils with disabilities of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘A person has a disability 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 carry out normal day to day activities.’

### **The purpose and direction of the school’s plan: vision and values**

At Purley Oaks Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Purley Oaks Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an Additional Language (EAL)
- children with additional needs including Special Educational Needs and Disabilities (SEND)
- gifted and talented children
- children who are vulnerable

We acknowledge that there may be times when this is outside of what can ordinarily be provided and will take steps to seek further resources and training to fulfil this.

### Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities. In 2024 the audit included the following needs:

|                            |                        |                      |                          |                    |
|----------------------------|------------------------|----------------------|--------------------------|--------------------|
| Asthma                     | Eczema                 | ADHD                 | Sensory needs            | SALT needs         |
| Dyslexia                   | SEMH                   | ASD                  | Sickle Cell Disease      | myotonic dystrophy |
| Allergies requiring Epipen | Epilepsy               | Food eating disorder | General anxiety disorder | Dyspraxia          |
| Kidney failure             | Hirschsprung's disease | physical disability  | Erb's palsy              | Spina Bifida       |

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. The school consults parents and pupils annually about their whole school experience. Responses are positive.

### The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The Assistant Headteacher for Inclusion has an overview of the needs of pupils with additional needs and disabilities
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- The school works with partner schools
- Pupils with disabilities have access to extracurricular activities

**AUDIT OF CURRENT PROVISION AND ACTION REQUIRED**

**Curriculum Access**

| Statement  | Evidence   | Action Required/ <i>When?</i>  |
|--|--|--|
| Teachers and TAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.   | INSET records for individual and whole school training; CPD file.<br><br>SSR forms & External Agency written reports and advice. | Regular Staff Meetings updating staff on inclusive practice - <i>Termly</i> .<br><br>On-going CPD                            |
| Pupils with emotional, social and behavioural difficulties are supported in school.  | Highly skilled TAs.<br><br>Training provided by Assistant Headteacher for Inclusion  | On-going CPD   |
| Classrooms are optimally organised for pupils with disabilities.   | Staff consider the best arrangement of furniture to improve accessibility & to accommodate necessary equipment.                  | Consider Year Group classroom changes to best meet the needs of pupils with disabilities. Outreach support where applicable. |
| Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by TAs. Buddying systems are in place with KS2 classes supporting reading in KS1. | Lesson observation records.<br><br>Lesson Plans<br><br>1PPs and Provision Maps   | Continue to implement personalised learning when appropriate.<br><br><i>Continuous</i>                                       |
| All pupils are encouraged to take part in music, drama and physical activities.  | Full inclusion, extra-curricular clubs, church   | Ongoing  |

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|  | visits, concerts, performances etc.   |  |
| Staff recognise and plan for the additional time and effort needed by some pupils with disabilities, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities. | <p>All staff aware of needs &amp; detailed in planning/one page profiles/Provision maps</p> <p>Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for.</p> <p>Assistant Headteacher for Inclusion has completed Specialist teacher for dyslexia qualification in 2019 and has trained all staff to recognise and support dyslexia.</p> | Ongoing  |
| All staff plan for additional time required by some pupils with disabilities to use equipment.   | See planning  | Ongoing  |
| Pupils with disabilities who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport   | See separate plans and one page profiles  | Ongoing  |
| ICT equipment is provided for & has been fitted with additional software/hardware to allow access for pupils with disabilities.  | Inclusion programmes on server  | Links with Specialist Advisory Support Service to provide updated software <i>as and when appropriate.</i> |

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| <p>School visits are accessible to all pupils, regardless of attainment or impairment.</p>        | <p>See Educational Visits policy – consultations with parents as appropriate.</p> <p>ALL risk assessments include info re. Pupils with disabilities. H&amp;S policy</p> | <p>Specific TA support given to allow pupils to access all trips</p> |
| <p>All staff have high expectations for all pupils</p>  | <p>Lesson Observations, tracking &amp; target setting in place.</p>   | <p>Ongoing</p>   |
| <p>All staff strive to remove barriers to learning and participation &amp; value pupil voice.</p> | <p>Lesson observations, 1PP/provision map Reviews, Daily staff meetings</p>   | <p>Continuing CPD</p>  |

**Physical Access**

| Statement   | Evidence   | Action Required/ <i>When?</i>  |
|---|--|--|
| <p>The layout of areas such as classrooms, hall, library, dining hall, reception &amp; playground allows access for all pupils. Pupils who use wheelchairs can move freely around the lower level in school. There are barriers to access to the first floor caused by doorways, stairs, and steps.</p> | <p>Access is limited internally due to stairs. Recent expansion programme installed lift/automatic doors. External access to all lower level classrooms is possible.</p> | <p>Review of access on lower levels when further refurbishment occurs.</p>   |
| <p>Disabled Toilet facilities have been installed on the ground floor.</p>  | <p>Installation of disabled toilet.</p>  | <p>Consideration of an accessible toilet on the playground is possible. If needed this will be actioned.</p>                           |
| <p>Pathways around school are safe and well signed.</p>   | <p>Good signage.</p>   | <p>No further action required</p>  |
| <p>Emergency and evacuation systems include ALL pupils.</p>   | <p>Auditory Alarms. Hearing impaired/children with disabilities escorted off premises by designated adult if applicable</p>  | <p>personal evacuation plan for children with disabilities if there are barriers identified</p>  |
| <p>School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy.</p>  | <p>Redecoration of the school has a clear contrasting colour.</p>  | <p>Teachers are aware of pupils with sensory needs and can use quiet areas/sensory tents to support children who are dysregulated.</p> |
| <p>All areas are well lit</p>   | <p>Audited by H&amp;S</p>  |  |



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| <p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p>   | <p>Staff seat hearing impaired pupils appropriately.</p>   |                                |
| <p>Furniture and equipment selected, adjusted and located appropriately, e.g. low level sinks, provision of wheelchair with adjustable height, tray tables fitted to wheelchair, stand, writing slope, wedge support etc.</p> | <p>Specialist equipment purchased to allow access for Interactive Whiteboard/classroom activities/toilets etc.</p> |                                |
| <p>Sensory room being installed January 2025</p>  | <p>specialist equipment to provide a fully sensory experience for all children to access</p>                       | <p>Blossom class timetable</p> |

**Access to Information**

| Statement   | Evidence   | Action Required / When?  |
|---|--|--|
| <p>Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g., positioning when talking to a hearing impaired learner, need for simple language and visual prompts for those with learning difficulties.</p>               | <p>External advice given by specialists.</p> <p>Lesson observations.</p>   | <p>Staff Meetings to discuss <i>when needs arise</i> and <i>on-going CPD</i></p> |
| <p>The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.</p> | <p>One page profiles, inclusion register and EHCPs</p>   | <p><i>As appropriate as and when requested.</i></p>                              |
| <p>The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e.g., by reading aloud, using overhead projectors/PowerPoint presentations etc.</p>   | <p>IWB used in every class &amp; visualisers used for close up demonstration work (i.e. needle work, sketching etc.) &amp; for enlarging texts.</p> <p>All staff read aloud &amp; for parents who need reading support.</p> <p>Separate report can be requested to be sent if a parent does not live at same address</p> | <p>Ongoing</p>   |

|         |   |          |
|---------|---|----------|
|         | <p>PowerPoint Presentations used at workshops and parents' meetings.</p> <p>Website updated regularly &amp; weekly newsletter sent to all parents.</p>        |          |
| Parents | <p>The school is aware of parents who may have their own learning needs and ensures that they are supported with school communication and correspondence.</p> | Ongoing. |