Accessibility Plan

Reviewed February 2025

Date of next review: February 2028

Preston CofE Primary School Accessibility Plan

This policy has been written with the underlying principles of a Church of England school, which applies to Preston C of E Primary School.

1.   This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and directors/governors of the school.

2.   We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3.   The Trust plans, over time, will increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

•   Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the schools and physical aids to access education.

•   Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after- school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

•   Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5.   Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every 3 years.

6.   We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7.   The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
•   Curriculum
•   Equal Opportunities and Diversity
•   Staff Development
•   Health & Safety
•   Inclusion
•   Special Needs
•   Behaviour Management
•   School Development Plan
•   Asset Management Plan
•   School Prospectus and Mission Statement

8.   It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

9.   As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

10.   The School's Prospectus will make reference to this Accessibility Plan.

11.   Information about our Accessibility Plan will be available to Parents

12.   The Plan will be monitored by the Local Governing Bodies of the school.

13.   The school will work in partnership with the local education authority and Diocesan Authority in developing and implementing this plan and will adopt in principle the Somerset Accessibility Strategy.

14.   The Plan will be monitored by Ofsted as part of their inspection cycle.

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Improving the Physical Access at Preston Primary School

An Access Audit is carried out by Head teacher/Site Manager/H&S Governor and H&S Compliance Officer resulting in a number of recommendations:

Item	Activity	Timescale
Wheelchair access	The whole building is accessible for children, parents and visitors. All corridors are wide enough, well-lit and level for wheelchair access to meet the DDA requirements.	Modifications to be carried out when needed.
Parking bays	There are two pre-marked visitor disabled parking bays in the car park. Vehicle access to this car park is limited to specified parents/visitors requiring these bays.	No further action.
Toilets and washing facilities	We have accessible toilets throughout the building. One toilet has grab bars and an emergency cord. Another toilets has a hoist and disabled shower facilities. Accessible toilets have space for changing. Additional space is available in the Communication classroom for changing and intimate care.	Hoist serviced as per statutory obligation. No further action.
Ramps	Ramps to classroom access are installed and allow access to the main building and classroom huts. Drop kerbs from the car park allow access to the main Reception and the classrooms. Outdoor spaces are all accessible via ramps with non slip surfaces.	No further action.
Reception area	Accessible to children, parents and visitors. Front entrance has touch point disabled access. Desks are available at wheelchair height.	No further action.
Emergency escape routes	All classrooms and communal areas have a fire exit point with fire exit points clearly displayed. When the alarm sounds, fire escape doors and access points unlock automatically. All children or adults who require assistance are in receipt of a PEP (Personal Evacuation Plan).	PEPs generated as necessary.
Play equipment	Play equipment is suitable for children with physical needs e.g. lower level climbing frame. Play equipment to meet sensory needs is available.	Ongoing to meet needs of the pupils.

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Improving the Curriculum Access at Preston Primary School

Item	Activity	Outcome	Timescale
Training for teachers on differentiating the Primary curriculum and understanding of the SEND Code of Practice. Teachers adapt teaching methods to meet the diverse needs of all pupils.	Undertake an audit of staff training requirements. Staff meetings to provide training. Audit of training needs for TAs. Provide training for governors, staff, pupils and parents. Provision of specialist equipment to improve access to the curriculum. Provision of specialist support for children with particular medical needs.	Regular training and updates ensure teachers are more able to meet the needs of all children in their care. More efficient planning of targets and review systems with teachers fully involved in this process Greater parent involvement.	Ongoing
Use of advances in technology to improve access to the curriculum.	Ensure children are using assistive technologies as required e.g. text-to-speech software and vice versa, and interactive tools.	Lessons are engaging and accessible and meet the needs of all children.	Ongoing
Classrooms are optimally organised to promote participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning. Provide visual aids for children to assist in learning (e.g. EAL).	Lessons accommodate the needs of all children. Furniture is arranged to allow for suitable access for equipment and for children to work independently.	Ongoing
Ensure inclusivity in the curriculum design.	Incorporate a wide range of cultural perspectives into the curriculum, ensuring all pupils see themselves represented in what they learn.	Lessons accommodate the needs of all children.	Ongoing
All out-of-school activities are planned to ensure the participation of all pupils.	Review all extra-curricular provision to ensure compliance with DDA. Trips will allow for full inclusivity and provide enriched opportunities for all children.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing
Training for Awareness of Disabilities	Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to Access. Ensure that access and safety issues are reviewed as children with disabilities transfer classes.	As required

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Improving the Delivery of Written Information at Preston Primary School

Item	Activity	Outcome	Timescale
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA and other providers for converting written information into alternative formats. The school will be able to provide written information in different formats when required for individual purposes	Delivery of information to disabled pupils and EAL pupils and parents improved.	Ongoing
Make available school brochures, school newsletters and other information for parents in alternative formats where necessary.	Review all current school publications and promote the availability in different formats for those that require it.	Delivery of school information to parents and the local community improved.	Ongoing
Review documentation with a view of ensuring accessibility for pupils with visual impairments.	Seek advice from IT provider/SEN Team on alternative formats and use of IT software to produce customized materials.	Delivery of school information to pupils & parents with visual difficulties improved.	Ongoing
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses to meet the needs of the children in school.	School is more effective in meeting the needs of pupils.	Ongoing
Enable parents and other users to view information by easier means.	Populate school website with relevant and timely information to inform all stakeholders. School information conveyed in effective pictorial and written form and signposting to this is as easy as can be achieved.	Attractive and easy to access website.	Ongoing