

Accessibility Plan

Purley CE Primary School

Date of policy: September 2009

Review Cycle: Every 3 years

Ratified by: Welfare Committee

Approved By: Full Governing Board

Last Reviewed: Summer 2024

Next review date: Summer 2027

Learn to love, love to learn



'Let all that you do be done with love', 1 Corinthians 16:14

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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

At Purley CE Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. We aim to treat all our whole school community with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are a Church of England School and our values of love, courage and wisdom weave their way through all that we do. We believe that all children are entitled to a broad, balanced and relevant curriculum, including access to the National Curriculum. We provide a bespoke curriculum to inspire a lifelong love of learning rooted in our Christian ethos. We support our children to be kind, reflective and resilient, equipping them to take on the opportunities, responsibilities and challenges of future life. We aim to provide educational experiences that take account of children's individual needs and are appropriate to their level of ability.

The school supports any available partnerships to develop and implement the plan. These include working with the LA and Educational Psychology Service.

The school works closely with specialist services including:

- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

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

Accessibility Plan for Purley CE Primary School 2024-2027

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is regularly reviewed to make sure it meets the needs of all pupils • Regular maintenance of a clear provision map detailing SEN support in place to meet individual needs • Effective liaison between our school and preschool settings for all children and especially those with a disability 	<p>To increase the sensory EYFS resources to meet the needs of our pupils.</p> <p>To increase the inclusiveness of resources which show people with disabilities</p> <p>To ensure trips are accessible for all pupils.</p>	<p>Audit of current sensory equipment Create a list of resources which they feel would benefit our pupils</p> <p>Audit of resources for diversity with a focus on disability.</p> <p>Purchase of resources/equipment</p> <p>Ensure disability is considered in trip offers When trips are organised, an assessment will made of their accessibility for all pupils before trip is booked.</p>	<p>EYFS lead</p> <p>Curriculum Subject Leads</p> <p>Trip Leader SENDCo</p>	<p>July 2024</p> <p>Embedded in pre-trip Evolve process</p>	<p>On asking, staff and pupils are able to access a greater range of resources which meet need.</p> <p>During planning audit, books with disability will be evidenced as being used across Key Stages</p> <p>All children are able to participate in all trips.</p>

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<p>Improve school community understanding and promote an environment inclusive of individuals with a range of learning and physical needs</p>	<p>Staff are regularly trained in epi-pen/allergy and asthma awareness</p> <p>CALT provide whole staff training (teachers and TAs) in neurodiversity and approaches to support pupils who are neuro-atypical</p> <p>In-class PSHE lessons and whole school assemblies include representation of individuals with a range of learning and physical needs</p>	<p>To supplement existing PSHE scheme with an approach that further develops pupil understanding and tolerance of diverse learning and physical needs</p>	<p>Investigate approach to teaching and modelling inclusiveness (including No Outsiders)</p> <p>Involve all stakeholders, including governors, staff, parents, and pupils in evaluating, planning and implementing any new materials or approaches</p>	<p>PSHE Coordinator</p> <p>Headteacher</p>	<p>By end July 2025</p>	<p>All staff and pupils have an understanding of different needs and ways to include people with them</p>

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations e.g. visual timetables • Makaton or BSL to support pupils' language development – staff currently undergoing training 	<p>To improve internal signage with regards to classrooms and wider school facilities</p> <p>To increase accessibility of ICT equipment for all pupils to aid with sharing of information</p>	<p>Purchase class signs for doors and bathrooms/halls</p> <p>Purchase of Chrome Books for Lower KS2</p> <p>Refurbishment of current stock of iPads and Chrome Books</p> <p>Use of Google Classroom to support in school and at home links</p>	<p>HT/SBM</p> <p>HT/SBM</p> <p>ICT Lead</p>	<p>September 2024</p> <p>Ongoing</p>	<p>All areas of the school are clearly signposted</p> <p>Pupils have access to adaptive technology which ensures that information is accessible to them</p>

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Welfare Committee in conjunction with the Headteacher and SENDCo.

It will be approved by the governing board.

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
- SEND policy
- Supporting pupils with medical conditions policy