



Preston Primary School

Accessibility Plan

2019-21

1. The Legal Framework & Schools Planning Duty

- 1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.
- 1.2. This Accessibility Plan has been produced as part of that duty; its purpose is to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability over the next three years.
- 1.3. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
- 1.4. In line with the legislation the plan focuses on three key areas:
 - increasing the extent to which disabled pupils can participate in the school curriculum;
 - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
 - And, improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. This duty is anticipatory and the school has planned for the current and future needs of its pupils.

1.6. Attached as Appendix 1 is an Action Plan that sets out a programme of planned improvements and actions which the school will undertake over the next three years. A success criterion and a review period have been set so that progress and outcomes can be measured.

2. Schools Ethos & Mission Statement

2.1. At Preston Primary School we are committed to ensuring equality of opportunity. This means not simply treating everybody the same but understanding and tackling the different barriers, which could lead to unequal outcomes for different groups of pupils in school.

2.2. This is reflected in the school's core values of respect, responsibility, independence, creativity, determination and teamwork and the Trust's principles that:

- The Trust will not directly or indirectly discriminate against, harass or victimise disabled children and young people
- The Trust must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- The Trust must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- The Trust should ensure decisions are informed by the insights of parents and those of children and young people themselves who will be fully involved and have regular meetings and updates
- The Trust should have high ambitions and set stretching targets for them
- The Trust will keep under review the additional or different provision that is made
- The Trust will promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- The Trust will work in a multi-agency way, liaising with external professionals from all areas connected to the child.

2.3. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Single Equality Policy
- Preston Primary's Special Educational Needs & Disabilities (SEND) Policy (Coast Academies)
- Preston Primary's SEND Offer (Coast Academies)

Copies of these are available on Coast Academies website.

2.4. It will be the responsibility of the whole school community to implement and follow the principles of this plan.

3. Current Good Practice which supports this duty

3.1. Action taken by the school to improve and support children with disabilities accessing the curriculum. These actions includes:

- Providing 1:1 support
- Flexible class structures and deployment of staff
- A buddy system to support those with difficulties
- A designated room for therapy or small group work
- Alternative learning environments
- Individual education plans
- Comprehensive pastoral team
- Teaching Assistants trained in speech and language
- Use of resources (i.e. microphone system) to ensure all children are able to see and hear presentations and assemblies
- ASC Outreach service for Torbay Schools on request
- Designated autism champion
- Makaton friendly environment
- Wide range of speech and language training
- Expertise in use of the speech link programme of assessment
- Fully trained Thrive practitioners

In addition transitional planning as children move from class to class, phase to phase and school to school is overseen by the school's Special Educational Needs Coordinator (SENCo).

The SENCo will read records of all new children entering the school and liaise with their current provider to check for information on possible needs – this pre-planning stage includes giving the child and parent/carer a tour of the school to see if there are any issues which might need addressing. The SENCo investigates any action needed and works with the teacher, parents/carers and outside agencies to implement them.

Specialist services the school works closely with include:

- Advisory Teacher for Hearing Impaired
- Advisory Teacher for Visual Impairment from WESC, Exeter
- Disabilities Support Workers
- Occupational Therapists

The SENCo will make sure all staff are aware of the child's needs and meet regularly with the class teachers to ensure that children are achieving their potential and pick up any arising new issues. Regular check-ins with the pastoral team are part of this monitoring process.

3.2. Action has also been taken by the school to ensure pupils with disabilities can access the school's physical environment; this has included:

- Ensuring all floors of the building are accessible either via ramps or platform lifts
- Ensuring corridors and classrooms are well lit
- Ensuring there is a designated accessible toilet and shower room
- Ensuring there are nosing's on steps and other hazards are highlighted
- Using carpets and curtains/blinds to improve acoustics
- Ensuring there are dedicated quiet areas
- Provision of a poly tunnel and woodland area
- Provision of school chickens for animal husbandry and therapy

3.3. The school has taken action to improve access to information through:

- The pre-planning for any special circumstances such as making use of adult readers
- The reading out of clubs lists in assembly at the beginning of each term
- Teachers flagging up the days lunch menu on the white board and discussing with children each morning

4. Review and Implementation

4.1. This Action Plan will be reviewed and monitored annually by the Senior Leadership Team

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be assessed to see if they are still valid and if so carried forward with a new review date.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's last action plan, including an update on the status of those actions, is attached

alongside the current plan in Appendix 1. Actions that are filled in green are complete, those that are filled in orange are outstanding and have been carried forward to the new action plan if still relevant.

Preston Primary School
Accessibility Action Plan for 2019-2021

Priority	Lead	Strategy/Action	Resources	Success Criteria	Review Date	Achieved
Access to the curriculum						
<p>Improve learning/ intervention working areas throughout the school.</p> <p>Convert resources room into an innovation lounge.</p>	<p>Head SENDco</p> <p>Utilities Manager</p>	<p>Create learning spaces that promote good communication and concentration. Spaces will need to be age appropriate for each unit and provide furniture that children can work at comfortably.</p>	<p>Declutter and remove over-sized tables.</p> <p>Purchase soft seating that can be arranged in different configurations.</p> <p>£ 1500</p>	<p>Groups of children will be able to access and attend to intervention and small group learning sessions without being distracted by environmental noise and movement.</p>	<p>Jan 20</p>	<p>Completed</p> <p>The space is now used by all year groups from reception to Year 6.</p> <p>Children motivated to work collaboratively.</p> <p>Space also now used for extra curricular projects such as the Lego Challenge.</p>
<p>Improve learning/ intervention working areas throughout the school.</p> <p>Improve SALT and OT intervention in KS2 for children with additional communication and interaction/physical and sensory needs.</p>	<p>Head SENDco</p> <p>Utilities Manager</p>	<p>Infill balcony void outside Unit 4 classrooms.</p> <p>Remove wall dividing corridor upstairs and purchase modular furniture that can be used to create learning pods.</p>	<p>Builders to complete structural work.</p> <p>School maintenance team to decorate.</p> <p>Shelving, tables and seating.</p> <p>Approx £10,000</p>	<p>Environmental noise and movement from Unit 3 and 4 will be significantly reduced. Children will attend SALT intervention in age appropriate parts of the school and will engage more readily in these sessions as a result. SALT and other interventions sessions will be more frequent. All children will use the spaces to promote collaborative and independent learning skills.</p>	<p>Dec 20</p>	<p>Ongoing</p> <p>Building works to be completed during Summer holidays to avoid disruption to learning.</p>

<p>Improve learning/ intervention working areas throughout the school.</p> <p>Further develop woodland, animal care and garden learning spaces for children with additional SEMH/physical and sensory needs.</p>	<p>Head SENDco</p> <p>Utilities Manager</p>	<p>Animal enclosures adapted to ensure clear walkways are define and steep inclines to have a step.</p> <p>Woodland/garden areas accessible for all with appropriate equipment.</p>	<p>School maintenance team to install steps and walkways.</p> <p>Materials.</p> <p>£500</p>	<p>Children will be timetabled to use all 3 outdoor learning spaces throughout the day, including lunchtimes.</p> <p>Forest school intervention to be written and offered to identified pupils to develop emotional regulation strategies and improve self-confidence and teamwork.</p>	<p>July 20</p>	<p>Completed/ongoing</p> <p>Animal, garden and woodland enclosures now have steps and clear walkways where needed.</p> <p>Forest school intervention programme written, but delivery postponed due to COVID-19 school closure.</p> <p>(All staff delivering a recovery curriculum that involves use of all outside spaces)</p>
Access to physical environment						
<p>Improve internal lighting throughout the school.</p>	<p>Health and safety Lead</p>	<p>Lighting in classrooms, corridors and classrooms to be replace by daylight units.</p>	<p>Electricians to install units.</p> <p>Purchase lighting units and bulbs.</p> <p>Skips to remove redundant fixtures</p> <p>£ 21 000 (SALIX funding application)</p>	<p>Children and adults will become less fatigued when working inside the building.</p> <p>We will see improved concentration levels.</p>	<p>Sept 20</p>	<p>Completed</p> <p>Installation brought forward due to COVID-19 school closure.</p>
<p>Improve window covering to remove/control glare for visually impaired and sensory sensitive pupils.</p>	<p>SENDCO Utilities Manager Health and safety Lead</p>	<p>Replace blinds or have window stickers installed to reduce glare within identified classrooms and offices.</p>	<p>Sign company to install window coverings.</p> <p>Purchase replacement vertical blind strips.</p> <p>£500</p>	<p>Learning and working will not be disrupted by unnecessary light.</p> <p>Visibility of IWB will be improved.</p>	<p>Dec 19</p>	<p>Completed</p>

Improve internal and external access to classrooms for pupils with additional mobility difficulties.	SENDCO Utilities Manager Health and safety Lead	Ensure all corridor carpet areas and stairs are free of trip hazards, have tonal/textural contrasting between levels and adequate hand rails.	School maintenance team to install steps and walkways. Materials. £1500	Pupils from reception to Year 6 will be able to move with increased levels of independence around the school.	Oct 19	Completed
Access to written information						
Improve quality of teaching resources displayed on IWB for pupils with visual impairments and dyslexia/working memory difficulties	JM IT Manager	Replace all IWB units with 2x TV screen in each classroom. One monitor to display session input and the other to provide visual prompts for strategies to use or activity structure. Classroom furniture will be moved to ensure all pupils have clear sight of teaching and learning screens.	14x TV required 14 x £300 = £2200	All pupils will have clear sight of teaching and learning resources and materials. All pupils will know what is expected of the in each less and will independently use the NOW/NEXT/THEN activity structures and success criteria that are clearly displayed.	Sept 20	Ongoing
Replace internal floor coverings to improved movement around the school for pupils with mobility difficulties	SENDCO Utilities Manager	Replace all identified areas with carpet tiles and vinyl coverings	Works completed by contractor £ 22,000	All pupils will be able to access all areas of the school building no matter what their restrictive condition may be.	Aug 20	Ongoing
Increase opportunity for all children to access learning online using IPad technology in order to increase participation in learning and inclusion for all.	JM IT Manager	Increase number of I pads in each class, including the Nest, so that children have access to 1 unit per 3 children. Children in the Nest will be allocated their own unit for the time they are with us, which they will use when going to their mainstream classes for lessons. If required, I pads will be used to aid alternative and augmentative communication.	Purchase 15x13 at £281 per unit £39, 240 (invested from MAT school reserves)	Children will be using technology creatively, collaboratively learning coding, animation and presentation skills as well as to gain knowledge following independent research. Children will develop and demonstrate age appropriate internet safety behaviours.	Sept 20	Ongoing