



## **Poolsbrook Primary Academy School Accessibility Plan 2024-2027**

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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. Poolsbrook Primary Academy is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability.

A joint vision has been created for Poolsbrook Primary Academy. Our school is a place where we:

**Aim** high to achieve the very best.

Are **Safe** to learn together and enjoy a wide range of exciting experiences.

**Persevere** to achieve success in all areas of life.

Are **Inclusive** and everyone is valued.

Show **Respect** for each other and pride in our school.

**Enjoy** every day!

Staff know the children, their background, their needs, achievements, social contexts, individual journey, and this enables a personalised approach to learning stretching beyond the classroom. Inclusion at Poolsbrook Academy is always a priority, and a bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy.

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.

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

## 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 auxiliary aids 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.

### **Access to the curriculum**

Our aims are to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.
- Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.
- Create effective learning environments for all pupils.
- Increase provision for pupils identified as having Autism.
- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

The table below sets out how the school will achieve these aims.

Aim	Current Good Practice	Objectives	Actions to be taken	By when and by whom	Success Criteria
Increase the extent to which pupils with a disability can participate in the school curriculum.	We will use resources tailored to the needs of pupils who require support to access the curriculum.	To maintain close liaison with parents in order that relevant information about children is shared	Regular home/school meetings Open door policy	Ongoing throughout 2024/25.  HT, SENDCo, DHT & All Teachers	Clear collaborative working approach
	Curriculum resources will include examples of people with disabilities.	To maintain close liaison with outside agencies for pupils with additional needs	Regular meetings with outside agencies	Ongoing throughout 2024/25.  HT, SENDCo, DHT & All Teachers	Clear collaborative working approach
	Curriculum progress will be tracked for all pupils, including those with a disability.  Targets will be set effectively and are appropriate for pupils with additional needs.  The curriculum will be reviewed to ensure it meets the needs of all pupils.	To ensure full access to the curriculum for all children.	Advice from outside agencies implemented for specific children; CPD for staff on scaffolding and making adaptations to their curriculum. The use of pre-key stage standards, BSquared, Boxall Profile and other specific assessment programmes, to assess progress in different subjects and in children's social and emotional wellbeing Specific equipment sourced from OT.	Ongoing  Teachers, SENDCo, TAs, outside agencies.	Advice taken and strategies evident in classroom practice.

		<p>To continue to closely monitor the attainment and progress of all SEN pupils.</p>	<p>Class teacher's AfL informing appropriate interventions.</p> <p>SENDCo &amp; class teacher dialogue.</p> <p>Pupil progress meetings.</p> <p>Work scrutiny</p> <p>Regular liaison with parents</p> <p>Termly Class teachers, SENDCo and SLT.</p>	<p>Progress will be made towards children's individual targets on their support plans.</p>	<p>BSquared/ Boxall assessments will show clear steps of progress made</p>
		<p>Classrooms are organised to promote the participation and independence of all pupils</p>	<p>SENDCo to carry out an audit of resources available to teachers</p>	<p>SENDCo</p> <p>Spring term 2025</p>	<p>Relevant equipment is available to teachers to plan lessons which meet 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. This includes:</p> <ul style="list-style-type: none"> <li>-The building is on ground level</li> <li>-Ramps allow access to all areas of the school.</li> <li>-Corridor width appropriate to wheelchair access</li> <li>-Disabled parking bay nearest the school entrance</li> <li>-Accessible toilets and changing facilities</li> <li>-Additional fire doors to outside with wheelchair access</li> <li>-All rooms have curtains/blinds to control light and improve acoustics</li> <li>-Playground has been resurfaced so it is level and safe for wheelchair users</li> <li>-Accessible access to field</li> </ul>	<p>Continue to develop and maintain the accessibility of the school environment.</p>	<p>The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments. This information is obtained through data collection and pre-start meetings.</p>	<p>Ongoing</p> <p>SLT, PDSS, Governors &amp; Site Manager</p>	<p>Enabling access throughout the school building where possible</p>
		<p>To ensure that the medical needs of all pupils are met</p>	<p>The school will hold meetings with parents, liaise with external agencies, identify training needs and establish individual plans where needed.</p>	<p>Ongoing</p> <p>Head Teacher, SENDCo, class teachers</p>	<p>Medical needs do not pose a barrier to learning where possible</p>

Improve the delivery of information to pupils with a disability.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>-All children who require physical auxiliary aids have them in place. These include hearing aids, computer provision etc.</li> <li>-We apply to PDSS for any physical aids we feel would support the inclusion of a child in mainstream classes.</li> <li>-Resources are copied onto coloured paper or printed in large print where needed</li> <li>-Braille books loaned from ELS where appropriate</li> <li>-Pictorial/symbolic representations used (Widgit software)</li> </ul>	To ensure children have access to aids which will support their communication/ access to information	Apply for auxillary aids such as iPads for children with additional needs	Ongoing as appropriate SENDCo	Children will access reasonable adjustments such as assistive technology.
		To enable access to written information for pupils, parents and visitors	<p>Raise awareness of font size and page layouts to support pupils with visual impairments.</p> <p>Audit the school library to ensure the availability of large-font texts</p>	Spring 2025 SLT & SENDCo	School information is available to all stakeholders
		Ensure parents have regular opportunities to share their views regarding accessibility.	A section will be added to the parent questionnaire/parents evening, which enables parents to add any comments they have regarding accessibility.	Academic year 2024/25 SLT	Accessibility continually improves, using parental comments as a steer

## 4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

## 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
- First Aid Policy



## Appendix 1: Accessibility audit

### Access audit

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Single storey building on one level. Ramp access	Disabled pupils to know where safety refuge is in event of FIRE or SITE Evacuation.	Site manager	As new pupils arrive. Annual
Corridor access	Corridor access that leads to all classrooms is of a suitable width.	Corridors are kept free of clutter, accessible and checked daily	Site manager All staff	Daily
Lifts	N/A			
Entrances	The main entrance is accessible via the front of the school and leads straight to the main reception.	Ensure the main entrance is accessible and the main area is free of any obstructions.	Site manager	Daily
Ramps	Single level building, dropped pavements to allow access to main entrance.	Ensure these are kept clear.  Maintenance is carried out.	Site manager	Daily

Toilets	Disabled accessible toilets are available in the main reception area	To ensure that disabled toilet facilities are in working order and accessible.	Site manager	Daily
Internal signage	The main building has the correct health and safety signage	Ensure good repair and updates as necessary. Ensure it is kept free of any clutter to enable full access.	Site manager	Daily
Alarms	The emergency alarms for fire evacuation and internal/ external lock down are in working order and staff are aware of the difference.	Alarms are tested weekly, and the staff and children are aware of the different sounds for fire and lock down.	Site manager	Weekly
Emergency escape routes	All emergency exits are apparent, and the staff and children are aware of the escape routes.	Annual Fire Safety Check	Site manager All Staff	

## Appendix 2: Care needs and safety issues

- To ensure safe evacuation of pupils and staff.
- Pupil's personal care needs are adhered to appropriately.
- Increase diabetes awareness.
- To ensure medication is administered.
- Specific needs/ diagnosis is identified.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
<b>To ensure safe evacuation of pupils and staff</b>	<ul style="list-style-type: none"> <li>• Evacuation plans are in place for specific children where relevant</li> <li>• Internal/ external lock downs</li> <li>• Site evacuations.</li> <li>• All staff and children are aware and familiar with procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff (including fire safety officers)</li> <li>• Fire and lock down plans are practiced termly.</li> <li>• Site evacuations are discussed with the children.</li> <li>• New staff informed.</li> </ul>	Headteacher  All staff	Annual       Termly
<b>Pupil's personal care needs are adhered to appropriately</b>	<ul style="list-style-type: none"> <li>• Personal care requirements are highlighted and reviewed regularly, and the relevant staff have appropriate training to meet these needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant staff to receive training on safe changing and intimate personal care needs.</li> <li>• Children are highlighted as having a need.</li> <li>• Health care and intimate care plans are put into place and reviewed as part of child's SEND reviews</li> </ul>	SENCO	Every 3 months  As new pupils arrive.  Termly

		<ul style="list-style-type: none"> <li>Regular liaison with parents is in place.</li> </ul>		
<b>Increase diabetes awareness.</b>	<ul style="list-style-type: none"> <li>All children with diabetes are highlighted to staff and staff receive the appropriate training from the Community Diabetes nurse to ensure all children's needs are met. Individual care plans are written upon identification.</li> </ul>	<ul style="list-style-type: none"> <li>Relevant staff to be trained on safe administration of insulin and procedures pertinent to named children</li> </ul>	SENCO	As new pupils arrive
<b>To ensure medication is administered.</b>	<ul style="list-style-type: none"> <li>The medical needs of all children are highlighted to staff and children with ongoing health issues will have a care plan written</li> </ul>	<ul style="list-style-type: none"> <li>Medication and any relevant equipment such as sharp bins are contained securely within a designated area.</li> </ul>	SENCO	As new pupils arrive
<b>Specific needs/ diagnosis is identified.</b>	<ul style="list-style-type: none"> <li>Children who have a medical diagnosis/ need are identified and plans are put into place to meet their needs</li> </ul>	<ul style="list-style-type: none"> <li>Children are highlighted as having a need.</li> <li>Health care plans are put into place and agreed by medical professionals where relevant.</li> <li>Regular liaison with parents is in place.</li> </ul>	SENCO	As new pupils arrive. Termly review.











