

Pilgrims' Way Primary School

SCHOOL ACCESSIBILITY PLAN September 2017

This Plan is drawn up in accordance with schedule 10 of the EQUALITY ACT 2010 which requires schools to draw up, publish, implement and review a written plan to:

- Increase access to the curriculum for disabled pupils;
- Improve the physical environment of the school to increase access for disabled pupils;
- Improve the accessibility and availability of information to disabled pupils

The Act defines disability as when a person has a 'physical or mental impairment which has substantial and long term adverse effect on that person's ability to carry out the normal day to day activities.'

This plan recognises what is already in place in this school and includes future steps we will take.

Future steps have been identified as part of the process of drawing up, implementing and reviewing the school improvement plan, updating the school SEN report, regular and ongoing consideration of existing and potential barriers to learning and to access to the school and to information and ongoing engagement with parents.

Access to the curriculum and participation to school activities

This involves increasing the extent to which pupils with a disability can participate in the school curriculum and activities.

The school has already:

- Provided training and support for teaching assistants in supporting children on the autistic spectrum
- Include all children on residential school visits regardless of physical or mental disability.
- All EY staff can use PECs and some Makaton.
- All TAS working with autistic children have been trained in Speech and Language therapy and on PECs
- All work is differentiated so that all children can take part in the curriculum and adult support is provided as necessary.
- Have monthly meetings to assess the needs of all children.
- Visit the home of new children in order to fully assess their needs.

During 2017 – 2020 the school plans to :

- Train new staff in PECs and Makaton
- Explore software to ensure sight impaired children can fully access the whole curriculum
- Update EY staff training on PECs and Makaton
- Review the range of software we have for children with learning disabilities.

Access to the physical environment

This involves improving the physical environment of the school to improve access to the building and its facilities for all members of the school community.

The school has already:

The school is all on one level

There are two disabled toilets available both with changing mats and showers

Wheelchair ramps are present

All rooms are accessible to wheelchair users and walkers

There is signage for people with visual impairment

During 2017 – 2020 the school will:

Produce newsletters in alternative formats e.g. large print or online according to need

Consult with parents, staff and pupils about accessibility of information on the school website and amend where appropriate.

Area	Current Barrier	Objective	Actions	Time scale
School trips	<ul style="list-style-type: none"> Some school trips may not be suitable for pupils with disabilities. 	Ensure that consideration has been given to pupils with disabilities.	<ul style="list-style-type: none"> To plan school trips which include all pupils and that a pre-trip visit includes careful consideration of provision for pupils within the class with disabilities. 	When planning all school trips
Early years	A number of children in Early Years have been diagnosed with ASD conditions	To ensure that the children have maximum access to the curriculum	Training will be provided to all staff in Early years on working with very young children with Autism	October 2017 and annually thereafter
Communication with parents	Some parents see unable to access information sent out in letters by the school	To ensure that the information that the school provides is available to all parents.	To ensure that all letters are backed up by short accessible text messages	Immediately
Classrooms and corridors	Children with ASD may find aspects of the environment affect their ability to learn	Identify and seek to address those barriers to learning.	Investigate the impact of layout, environment and lighting on children with ASD or other additional need.	Summer term 2018