



Paxton Accessibility Plan

January 2021 to January 2024

CHASING HORIZONS

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an 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.
2. Paxton Primary School will continue to ensure and prioritise the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to 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 and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include visual 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. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. 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. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.



6. We acknowledge and commit to the principle that there is an ongoing need for awareness raising and training for staff and governors in the matter of disability discrimination and the need to be proactive and vigilant in informing attitudes on this matter.



The Headteacher and Premises Officer carried out an Access Audit on 20th January 2021. A number of recommendations were made as follows:

Action Plan A – Improving Physical Access

Access	Item	Activity	Timescale	Cost
1.	Impediments to access and obstacles potentially effecting pathways.	Automated gates and manual main gate provide ramped and or flat / ground level access. Playground surface inspected by PO daily and any issues logged. Playground surface is currently level requiring no further action.	Ongoing	No Cost
2.	School building and physical environment can be accessed by all children and adults	With the benefit of a modern building all disabled access requirements have been met. All main entrances along with lower ground classrooms are directly accessible. Disabled toilets are on all floors. Intimate care facility on top floor. All corridors are a minimum of 1800mm with minimal obstructions and doors are all 850mm minimum. Top and bottom steps of stairs are distinguished for the partial sighted.	Ongoing with regular Health and Safety checks and daily environment walks by PO, fortnightly with SLT Automated entrance doors undergo regular maintenance checks (overseen by PO)	TBC
3	Ensuring wheel chair and children with other physical disabilities which result in difficulty accessing the main stairwells are afforded full access to all appropriate floors and relevant parts of the building. This includes changing facilities (for those requiring intimate care and additional Art Therapy and Music rooms.	Lifts provide access to all floors and are regularly inspected. Lifts offer access too all four floors. Lifts are regularly inspected by external service providers by external services See individual care plans and plans for children requiring access to lifts. Individual fire evacuation plans are in place for any child or	Lift maintenance every quarter – logged Current evacuation chair training 2019. Evacuation Chair and Training to be booked for Summer Term 2021	Evacuation Chair Training for 3 staff members £600

Action Plan B – Improving Curriculum Access

Ref	Target	Strategy	Outcome	Achievement	Timeframe	Responsibility	
						PFT	Primary
1	Audit and maintenance of effective records detailing pupils' needs and structured programme of staff training to meet these requirements.	Review the specific needs for pupils with a disability, in terms of basic daily living skills, relationships and access to the whole Curriculum.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available	School activities are and remain accessible to all disabled pupils All planning of activities considers equity of access	Ongoing		All staff/ Inclusion Team
2	Train staff and pupils in the use of Makaton signing	<ul style="list-style-type: none"> • This should include: • Annual Staff Training • Signs of the week introduced to all staff in morning briefing and introduced to pupils in weekly assemblies • Signs of the week displayed around the school. • Sign of the week shared and used in assemblies 	Pupil and staff are able to communicate using Makaton competently	Pupil and staff are able to communicate using Makaton competently	Ongoing		Inclusion team and SALT
3	Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to adjust to accommodate the needs of individual pupils	Increase in access to the Curriculum	Start of each year	Support with resource procurement	Teaching Staff with support from Inclusion Team
4	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of the school	Whole school community aware of issues relating to Access	Community will benefit by a more inclusive school and social environment	Ongoing Equality Act Training for SLT Spring / Summer 2021		SLT & Inclusion Team

5	Use of aids and resources to support pupils in accessing the curriculum	Invest in resources such as visual time tables, books with different colour pages, etc.	Pupils able to access the curriculum and make progress in their learning	Pupil progress discussions involving progress of pupils who require aids/specialist resources	Start of each year & then ongoing		Teaching Staff with support from Inclusion Team
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Action Plan C – Improving the Delivery of Written Information

Ref	Target	Strategy	Outcome	Achievement	Timeframe	Responsibility	
						PFT	Primary
1	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Delivery of information to disabled pupils improved	Ongoing		Office/SLT/Inclusion team
2	Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Delivery of school information to parents and the local community improved	Ongoing		Office/SLT/Inclusion team
3	Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customized materials.	All relevant school information available for all who request it	Delivery of school information to pupils & parents with visual difficulties improved.	When necessary	Support with purchase of certain resources	Office/SLT/Inclusion team