

Petworth CofE Primary School

Accessibility Plan



Reviewed:	October 2023
Next Review:	October 2025
Person Responsible:	John Galvin

Inspire, nurture and challenge with JOY at the heart in all we do.

Introduction

At Petworth CofE Primary School, we are committed to providing a fully 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 develop a culture of awareness, respect, tolerance and inclusion.

Contextual information

Our school has two floors with Early Years, Key Stage One classes and Year Three on the ground floor and Year Four to Year Six classes on the first floor. At present there is no access to the first floor via a lift. The front of the building via the main entrance, doors by the music block, all of the classrooms on the ground floor and main corridor exiting towards our field and playgrounds are wheelchair accessible. There are disabled toilet facilities.

Aims

Our school will, where relevant, ensure accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

- ☆ Ensure good access to the **physical environment** of the school, adding specialist facilities as and when necessary. This covers improvements to the physical environment of the school to improve access and physical aids to access education.
- ☆ Ensure access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- ☆ Make reasonable efforts to ensure the appropriate delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, letters and information about the school and school events. We work very closely with outside agencies to ensure that every child has the opportunity to succeed. The information should be made available in various preferred formats, as appropriate, within a reasonable time frame.

4. Monitoring and Review

The Accessibility Plan will be monitored through the Governing Body and reviewed every 3 years. The School will work in partnership with the local authority in developing and implementing this plan.

Petworth CofE Primary School Accessibility Plan 2019 - 2022

Item	Activity	Timescale	Responsibility / Cost	Impact / Outcome
PHYSICAL				
Premises Development Plan	Monitor and review the Premises Development Plan to ensure accessibility of the site is addressed.	Annual	Headteacher, Premises Manager, School Business Manager	Site continues to develop physical aspects of site accessibility.
Raise awareness of the access needs of pupils, staff, governors, parents/carers and visitors.	<ul style="list-style-type: none"> ○ Create access plans for individual disabled pupils as part of the IEP process when required. ○ Be aware of staff, governor and parents' access needs and meet as appropriate. ○ Ensure job advertisements make clear that applications are welcomed from disabled candidates. ○ Consider access needs during the recruitment process. 	As required, through ILPs, recruitment and induction process	Headteacher, Premises Manager, SENDCo	<p>Pupils have access to the full curriculum and staff are aware of pupil needs.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment or retention issues.</p>
Consider seating, lighting and acoustics in classroom layout.	Ensure staff considers seating, lighting and acoustics in classroom layout.	Ongoing through staff training and review.	SENDCo	Improved access for all to the learning environment
Promote a car park which supports the needs of disabled parents and carers.	<p>Ensure that disabled parking spaces are maintained and not abused.</p> <p>Work with other site businesses and WSCC.</p>	ongoing	Premises Manager	Disabled parking spaces are not used by non-disabled users.
CURRICULUM				
Increase confidence, skills and knowledge of staff in differentiating the curriculum.	Staff training on curriculum access and differentiation is ongoing.	As required	SENDCo	Raised staff confidence in strategies for differentiation and increased pupil participation
Use of resources, including ICT, to support learning appropriately	Staff training and deployment of appropriate ICT software	As required	SENDCo/ICT Coordinator/ IT Technician	Wider use of SEND resources within quality first teaching in the classroom

Positive awareness of disability across the school	<ul style="list-style-type: none"> ○ Review approach to PSHCE, RE, SMRC, collective workshops and assemblies to ensure that awareness of social, cultural and religious diversity is taught effectively and that this has a positive effect upon pupil attitudes and understanding. ○ Ensure that the curriculum promotes role models and heroes that young people positively identify with, which reflects the school's diversity in terms of race, gender and disability. ○ Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities 	Annually	PSHCE & RE Coordinators, Vicar	<ul style="list-style-type: none"> ○ Raised awareness across school community ○ Visits and visitors, ○ Raised awareness across school community ○ Topical issues (e.g. refugees, differences) discussed in PSHCE ○ Use of SEAL materials promoted ○ Muslim link developed ○ Staff are familiar with the principles of the Equality Plan and use them when planning lessons, creating classroom displays.
Full access to trips and extra-curricular activities	Provide appropriate support to pupils/parents so that all children are able to access out of hours activities and school visits.	Ongoing	Headteacher Possible costs associated with assistance	All pupils able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all.	Ensure activities and resources enable inclusive practice.	As required	PE Co-ordinator	All pupils will access the PE curriculum and be able to succeed.
Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings.	<ul style="list-style-type: none"> ○ Liaison between school and target school ○ Discussion with parents and pupils on the transition process 	Late spring term & summer term	SENDCo, class teacher , ELSA	Pupils make successful transition.
COMMUNICATION				
Appropriate delivery of written information – to be accessible to all	Adapt written communication, as appropriate, to suit needs of staff, parents, carers and other members of the school community. Review methods to ensure they are appropriate, e.g. through Parent Survey	Annually	Headteacher, Admin Team, SENDCo	All information is produced in an accessible format.
Languages other than English to be visible in school.	Develop range of multilingual signs/displays around the school	Ongoing	All staff	Increased confidence of pupils and parents to access learning opportunities

Provide information in other formats (languages, symbols, large print, braille) for pupils and parents or prospective pupils and parents who may have difficulty accessing standard printed information.	Access to translators, sign language, interpreters to be considered and offered, as appropriate and if possible.	As required	SENDCo	Pupils/parents can access information and feel supported and included.
Ensure website is compliant.	Ensure that required information is available on the website and is in an accessible format.	Ongoing	Headteacher SENDCo	Everyone can access key information about the school.
Monitor racist incidents	<ul style="list-style-type: none"> ○ Identify, respond and report racist incidents as outlined in the Plan. ○ Report the figures to the Governing Body/Local Authority on a termly basis. 	Ongoing	Headteacher/ Governing Body	<ul style="list-style-type: none"> ○ Teaching staff are aware of and respond to racist incidents ○ Consistent nil reporting is challenged by the Governing Body
Information about the accessibility plan is reported to parents annually.	Place plan on website and promote in our newsletter. Ask parents for feedback.	Annually Every summer	Headteacher	<ul style="list-style-type: none"> ○ Parents are informed about the school's accessibility arrangements. ○ Parents are aware of the school's approach to Managing Equality and Accessibility Plan.