

Paget Primary School Accessibility Plan

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.

Paget Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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 an auxiliary aid or adjustments to premises.

3. Documents and Policies

This plan should be read in conjunction with the following school policies, strategies and documents:

- Teaching and Learning Policy
- Equalities Policy
- SEND policy
- Behaviour Policy
- School Strategic Plan
- Premises Development Plan
- School Complaint Procedure

Paget Primary Accessibility & Equality Plan 2020-2023

Target	Strategy	Outcome	Responsibility	Time Frame
Delivery of written Information				
Availability of written materials in alternative formats when requested	The school will make itself aware of the people 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	Office / SLT/ SENCO	By July 2021
Make available key statutory policies available in different languages	When current policies are reviewed, use of Google translate by office staff to change into key languages and use of parent/governors to check correct translation.	All compulsory policies available to all stakeholders	Office/ SLT	By July 2021
Improve and maintain access to physical environment				
Ensure all signage is adequate and not confusing	Review of school signage inside the building and around the site. Purchase any outstanding signage required as a result of the audit.	Signage is clear and all people can access the site safely	SENCO/HT/SBM/BSS	By July 2022
Alarms have a visual element for those with hearing impairment	Contact alarm company to provide options and quote Implement any recommendations	Those with hearing impairments have a clear visual system should evacuation be required	SBM	By May 2022
Playground is accessible to all - Uneven areas in the playground are addressed	Make areas around the trees in the playground safe	Whole playground is fully accessible to all	Building Site Supervisor	Ongoing – link to premises action plan

Access to upper Key Stage 2 classroom/ resource room for all	Install a stair lift to ensure access to the classroom and resource room. Look into funding possibilities for this In the interim should a child join Y6 in a wheelchair the class will be moved downstairs	Whole building is fully accessible	Asset Management/ SBM/HT	June 2023
Ensure sufficient accommodation for Resource Base pupils	Review room use Quotes to expand by knocking down the wall between RB and SENCO room Look in to funding opportunities through BCC	Resource base accommodation meets the range of ages and needs of all pupils	Asset Management/ SBM/HT	To be complete by September 2023
Increase access to the curriculum for pupils with a disability				
To improve provision for pupils with SEND	Review and update SEND process across the school highlighting timescales, roles and responsibilities Staff training on how to meet SEN Plans/EHCP objectives effectively in the classroom	All staff and parents are clear re expectations, process, roles and responsibilities with regard to pupils with SEND	HT & SENCO & SEND governor	Start in January 2020
To review the use of tas in school and match to pupil needs	Audit of current needs Audit of existing expertise Use of external agencies e.g. SALT and OT to upskill staff to be able to deliver programmes in school	Specific needs are met in school effectively	HT & SENCO TAs	March 2020 with an implementation for Sept 2020
To improve the attainment and participation of pupils with SEMH needs	Staff training Signposting parents Links with Pastoral Managers Targeted support groups Revised approach to behaviour support in school	Specific needs are met in school effectively Links between SEND and SEMH strengthened	HT & SENCO TAs	From October 2021 January 2020