

Accessibility plan

Pye Green Primary Academy



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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 to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

Our school aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Pye Green, we want all pupils, regardless of their barriers, to be able to access education as fully as possible to be able to reach their potential. No child should be disadvantaged or left behind. We are a fully inclusive school where reasonable adjustments are a given and whole school training is prioritised. Close working relationships with parents are essential and this is something we pride ourselves on. Pye Green Academy is a forward-thinking school where pupils thrive in a positive, well ordered, calm atmosphere and environment.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [include as appropriate: pupils, parents, staff and governors of the school].

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 2020 – 2023 Review

Tasks/Targets	Outcome
Access to toilets for parents on Sports Day etc.	One toilet in the Y3/5 children's block to be solely used for parents on such days. Staff member to monitor this with regards to safeguarding. Use of radios to alert staff parents are needing to access school. Parents informed on the newsletter prior to events.
Narrow pathways outside Y1/2 and Y3/5.	School to gain quotes for path widening along the back of school. Governors to be approached with regards to the budget usage. UWMAT to be approached with regards to this potential spending.
Muddy puddles and toys left outside EYFS.	Storage for EYFS purchased so that toys can be stored properly. Large puddles to be swept away by site staff. Canopy purchased to avoid puddles collecting in the EYFS area.
Signage to show where year groups go in/out.	Outside doors have signage showing which years groups enter and exit the doors.
Website not up to date.	Term dates added to the website. Website reviewed to ensure compliance. Greenheart Learning due to recreate website in line with all academies.
Tyre park deemed a hazard.	Healthy and Safety contacted for advice with regards to the tyre park. Notices put onto the newsletter reminding parents the tyres should only be used under supervision of school staff and not by pupils when coming to or from school.
Bushes around school pathways and public paths to be kept trimmed.	Ground Force (Grounds Maintenance Contractors) conducted a survey around school of bushes and how they may impact on parents accessing pathways. Ground maintenance contractors swapped to Country Wide as part of this contact, regular tree and bush maintenance including those covering pathways. Council to be contacted with regards to the buses along the main road – not part of school property. Bushes trimmed as necessary.
Nursery path – tree roots causing a hazard.	Elite and Health and Safety updated, and tree root removed. Pathways surround nurse and reception have all been replaced – August 2023

4. Action Plan Audit

Based on a return of 100 parent questionnaires and 33 employee questionnaires.

	Medical need	Learning difficulty	Mental health difficulty	Hearing / Visual impairment	Speech and Language difficulties	Autism Spectrum disorder	Physical need	Behaviour, Emotional, Social development need	Other
Pupils	9	5	3	3	4	7	0	6	3
Employees	1	0	2	0	0	1	0	0	0
Parents Visitors	7	3	7	2	0	0	6	1	2

Additional Pupil SEND Information from Bromcom

Pupils

SLCN	SPLD	SEMH	MLD	HI	VI	PD	ASD	PMLD
6	5	10	21	1	0	1	7	1

Pupils Medical Needs

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Care Plan	2	10	12	2	5	8	7	11
Asthma	1	4	6	6	6	3	8	4

5. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DEADLINE
Increase access to the curriculum for pupils with a disability or impairment	Our school offers a differentiated/adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum	All equipment to be clearly and easily identified (manipulatives etc.)	All staff to ensure appropriate equipment and areas of learning are adequately labelled with Widget symbols in all classes	Ongoing
	Curriculum resources include examples of people with disabilities/impairments Curriculum progress is tracked for all pupils, including those with a disability/impairment	All pupils to be included and able to participate in extra curriculum activities – reflective of school demographics	Ensure that all school trips are accessible or adapted to meet the needs of all pupils	Ongoing
	Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	All children have access to the full curriculum	Access to specialist language support for English as an Additional Language pupil	Ongoing
		All staff to be fully aware of all disabilities and be confident in delivering the curriculum irrespective of pupil's ability	Continuing Professional Development for all staff	Ongoing

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DEADLINE
<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"> • Doorways throughout school are wide enough for wheelchairs to pass through. • A fire control system enabling doors to be held open by electromagnets during the school day ensures ease of access around the school for people with mobility difficulties. • The school is on one level, with disabled access to all areas of the site' access toilet facilities are available off the main entrance foyer and in the crush hall between Key Stage One and Key Stage Two. • Disabled car parking spaces are provided in the staff/main car park and in the parent's car park on Rose Hill. • Providing a drop curb onto/off the pavement by the disabled bay • Provision of automatic sliding doors • Magna locks have been added to gates at the entrance and the height has been tailored to any visitors who may use a wheelchair. • 'Oversized pegs' were added September 2018 to ensure coats didn't slip from pegs onto the floor and cause trip hazards. 	<p>All pathways to be clear from obstruction due to growth of trees and bushes in accordance to the limitations during nesting season.</p>	<p>School improvement visit to include site maintenance and access</p> <p>Strim obstacles and grass edges and Sweep and blow paths and kerbs</p> <p>Removal of basal growth from trees Tractor flail perimeter beech hedge Lift low hanging branches</p> <p>Prune conifers hedging and other shrubbery</p>	<p>Termly</p> <p>17 times per year</p> <p>Once a year</p> <p>Twice a year</p>
		<p>All pupils to have access to resources during breaktimes and lunch times with appropriate supervision</p>	<p>Playground divided into sections to use equipment.</p> <p>Canopies provided for pupils to access reading shed, investigation shed and writing shed.</p> <p>All TA's to supervise breaktimes</p> <p>An additional lunchtime member of staff to be employed</p>	<p>Ongoing</p> <p>Autumn term</p> <p>Ongoing</p> <p>Autumn term</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DEADLINE
	<ul style="list-style-type: none"> The original open plan nature of the teaching areas provided a poor learning environment for all children, but in particular for those with hearing impairment or attention difficulties. All year groups are now separated from each other; false ceilings have been added to all classrooms, soundproofing partitions have been added, together with walls and doors. PEEP in place for all children who require them 		<p>Sensory garden to be created and implemented</p> <p>All entrance and exit signs to be re printed to ensure they are clear and easy to read</p>	<p>Spring Term</p> <p>Autumn term</p>
		All entrances, exits and classrooms to be clearly labelled for pupils, parents and visitors.	All classroom doors to have signage of the classroom names	Autumn term
		All learning environments to be well adapted to suit the needs of all pupils and their needs	Hessian boards to be used in all classrooms to limit sensory overload and support the absorption of echoing and background noise for hearing impaired individuals.	Ongoing
		To monitor the number of parents entering and leaving site at any given time	<p>Three different gates to gain access to the site – Green Heath, Rose Hill, main entrance</p> <p>10-minute window to drop children off in the morning</p> <p>Each year group to use different doors to enter and leave the building</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	DEADLINE
<p>Improve the delivery of information to pupils, parents and visitors with a disability or impairment</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources as needed • Tinted paper and reading overlays 	<p>Develop and embed a consistent approach to communication by developing staff CPD</p>	<p>Makaton training to be delivered and embedded to provide a communication aid for individuals with SLCN.</p>	<p>Spring Term</p>
		<p>A consistent pictorial symbol program to be used to support delivery of information (eg. Timetable)</p>	<p>Widget symbols to be used consistently across school</p>	<p>Ongoing</p>
		<p>To ensure the school website is up to date with relevant information</p>	<p>New website to be finalised and published</p>	<p>Autumn term</p>
		<p>All parents to be able to communicate with other head teachers from the Partnership</p>	<p>Visiting head conducts meet and greet to enable accessibility to other partnerships head teachers</p>	<p>Termly</p>

6. Monitoring arrangements

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

It will be approved by the GLAC and Headteacher.

7. 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
- SEND policy
- Supporting pupils with medical conditions policy

