



Primrose Hill Primary School (**Approval by Governing Board in process**)

Accessibility Plan 2022-2024

Reviewed and updated:	24/7/19 by S. Franks	24/7/2020 by S.Franks	18/5/21 by S.Franks
27/04/22 S.Franks Changes marked in red			

Here at Primrose Hill Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from **April 2022 – March 2024**. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase 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 (If a school fails to do this they are in breach of the Equality Act 2010). 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.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

Targets	Strategies	Outcome	Timeframe	Achieved
Equality and Inclusion				
To ensure that the Accessibility Plan becomes an annual agenda item at appropriate GB Meetings.	Clerk to Governors to add to list for GB meetings.	Adherence to legislation	Annually	
To improve staff awareness of disability issues.	Share single Equality and Community Cohesion Policy Share Medical Needs Policy	Whole-school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies by SENDCO / SMT	Policies reflect current legislation	On-going	
Physical Environment				

To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	An annual audit of accessibility of school buildings and grounds by SLT Suggest actions and implement as budget allows.	Ongoing improvements as identified.	Ongoing	
To ensure that all children have adequate access to changing and toileting facilities.	A rise and fall changing bed is fitted to the disabled toilet and a ceiling hoist with access to the changing bed and toilet.	In place	Ongoing	Achieved Sept 2017 This is out of service date but will be serviced as soon as required
Curriculum				
To continue to train all staff to enable them to meet the needs of children with a range of SEN.	SENDCo to review the needs of children and provide training for all staff as needed	All staff are able to enable all children to access the curriculum.	Ongoing	
To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential etc.	Review out-of-school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	Ongoing	
To provide specialist equipment to promote participation in	Assess the needs of the children in each class and provide equipment as needed e.g.	Children will develop independent learning skills.	Reviewed termly by SENCo	

learning by all pupils.	headphones, writing slopes etc.			
To meet the needs of individuals during all statutory tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary. Interpreters will be provided where necessary for parent/carer communication.	Written information will be provided in alternative formats as necessary. Parents/carers are able to communicate with staff effectively and support their child at home.	As needed	
To ensure that parents who are unable to attend school, because of a disability, can access parent's evenings.	Staff to arrange home visits if required, arrange alternative times or send home written information. Online meetings can be arranged also.	Parents are informed of their children's progress.	Twice yearly	
To ensure that school information is accessible for	A translate button is inserted on all pages.	A translate button is	Ongoing	

non-English speakers on the school website.		inserted on all pages.		
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