



Accessibility Policy and Plan

Approved by Governors: 1st March 2021

Review date: March 2023

"At PAWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)



As a Church of England school we believe that our role is to educate the whole child and that academic, personal and spiritual growth and development are equally important. It is through the support we give each other as a school community that we establish respect, friendship, a sense of belonging and effective team work. We consistently encourage children to reflect on their conduct, and schoolwork in the light of this and believe that we can be 'More Amazing Every Day'.

Information from pupil data and community survey to be added once parent survey completes on Friday

Pevensey and Westham CE Primary School is a two-form entry primary school, currently with 414 pupils on roll.

Key Pastoral Factors:

Free School Meal: 15.46%

English as an additional language: 2.42%

Pupil Premium: 17.87%

Those with a medical condition: 16.43%

Looked after children: 0.24%

Those with an SEN Need: 10.87%

Those with an EHCP (Educational Health Care Plan): 1.2%

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, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
2. We plan, over time, to ensure 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 and will contain actions to:
 - a. 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.
 - b. Increase access to the curriculum for pupils with disability, expanding and making reasonable adjustment to the curriculum as necessary to ensure that pupils with 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.

- c. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
4. 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 the 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
5. The School website will make reference to the Accessibility Plan
6. The School's complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored by the Governing Body.
8. The Plan will be monitored by Ofsted as part of their inspection cycle
9. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Accessibility Plan 2020-2023

To draw-up an accessibility plan, the following is carried out:

1. An audit of the accessibility of the building.

This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

2. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues will be provided.

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also considers the access needs of staff and parents/carers.

We will obtain information from staff and governors to identify access needs and make sure they are met in meetings. We will also include questions in the pupil information questionnaire about parents/carers access needs and ensure every effort is made to meet them at all events.

Recent Surveys:

A parent survey completed by 100 parents on 26th February 2021 shows:

92% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School gives all children equal opportunities.

91% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School site and buildings are accessible for the whole community.

74% of parents/carers 'strongly agree' or 'agree' that Pevensey and Westham School makes adequate and reasonable adjustments to the curriculum to enable pupils with accessibility needs to access the curriculum alongside the school community.

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that any building improvements support pupils with visual or hearing impairments, physical needs and vulnerable needs.	Create access plans for identified children as part of our Assess, Plan, Do, Review process. Guidance from East Sussex (sensory needs team will support this provision.	Ongoing	Inclusion Leader	Individual plans in place for all disabled pupils and staff aware of all pupils' access needs.
Ensure that disabled pupils can be evacuated safely.	Create Personal Evacuation Plans for disabled pupils as required and ensure all staff are aware of their responsibilities in these.	Ongoing adaptations as needed	Inclusion Leader/Health and Safety Lead.	Personal Evacuation Plans in place for all disabled pupils who require them.
Specialist equipment is identified and purchased as needed for those with current SEND.	Sufficient SEND budget allocated for identified needs. Purchase prioritised items according to budget.	Budget allocated in April 2021. Additional equipment purchased as needed.	Inclusion Leader	Equipment is purchased as needed.
Corridors are kept clear to enable easy access for wheelchair users.	Ensure Year 1/2 corridor is cleared.	January 2021	SLT for Yr 1/2	Easy to move from Year 1/2 to toilets and Hall.
Ensure classroom layout enables easy access and egress for wheelchair users.	Adjust room layout to ease access when possible (Covid related) Consider using larger classrooms for groups with a wheelchair user.	September 2021	Relevant teachers	Wheelchair users can easily manoeuvre access and egress from classrooms.

Medium Term				
Perimeter of the classrooms to KS1 has a path that is accessible to all.	Pathway reinstated around early years.	September 2022	Business Manager	Children and adults can easily get around the perimeter of the School.
Wheel chair users and those with mobility needs can easily and safely access our school site.	Drop curb to front of school by reception to access the Hall.	September 2023	Business Manager	Both entrance pathways to the School on either side of reception are accessible to wheelchair users.

Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
To ensure that all staff have a clear understanding of the SEND Code of practice 2014.	Training provided as part of a school CPD timetable. Regular staff and teacher assistant meetings. Inclusion Leader to attend termly Local Authority SEN network meetings.	Ongoing	Inclusion Leader	All staff will be aware of their duties under the SEND Code of Practice.
To ensure that all staff are trained to support pupils with disabilities and neuro-diversity.	Use of appraisal meetings to inform and respond to training needs. Cycle of CPD for staff in response to identified training needs. Additional training needs identified as part of our pupil progress meetings.	Pupil progress meetings - termly. Annual teacher appraisal and review.	SLT	All staff will be aware of their duties under the SEND code of practice.
To further develop and embed graduated approach to meet individual needs.	Review SEN provision. Provision reviews supported by supervision with the Educational Psychologist. Regular review cycle with parents.	3 times per year as per our review cycle.	Class teachers Inclusion Leader SLT	All staff aware of the process for reviewing provision for pupils with additional needs. Staff are confident in planning to meet pupils' needs and making 'reasonable adjustments' to enable access to the curriculum.
To improve accessibility for pupils with dyslexia.	Purchase a range of acetate coloured slides, tinted paper and a range of writing tools. Continue to implement dyslexia friendly approaches. Regular check-ins for dyslexia pupils with our dyslexia specialist teaching assistants.	Ongoing Key transition dates e.g. July and Sep.	Class teachers. Inclusion Leader. Dyslexia specialist teaching assistants.	All staff are confident in dyslexia friendly approaches. Pupils have access to the resources they need to access the curriculum.

<p>To ensure that staff are trained to support pupils with emotional needs.</p>	<p>Consistent 'Good to be Green' approach to behaviour (as per behaviour policy).</p> <p>Staff are trained on the restorative practices to improve behaviour.</p> <p>Train Nurture practitioners and ELSA (Emotional Literacy Support Assistants) to support this process.</p> <p>Use the Boxall Profile to support identifying needs and implementing provision for those with significant emotional needs.</p> <p>All staff to receive Zones of Regulation Training.</p>	<p>Sep 2020</p> <p>Inset April 2021</p> <p>12 training sessions between January 2021 and May 2021</p> <p>Ongoing</p> <p>Sep 2021 for all staff. Head teacher, Inclusion Leader and Year 5 teacher received training in February 2021.</p> <p>Ongoing</p>	<p>SLT Inclusion Lead Nurture/ELSA support staff.</p>	<p>Staff are confident in using these approaches to teach behaviour and support pupils' emotional needs.</p>
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	Utilise support from external agencies as needed e.g. CLASS +, CLASS, ESBAS. Update the Mental Health and Wellbeing Policy annually	November 2021		
Ensure all school trips/clubs are accessible to all.	Guidance for staff when planning for trips to enable them to be accessible to all. Ensure risk assessments reflect accessibility needs.	Ongoing	Inclusion Leader Executive Co-ordinator	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure that it is accessible to all.	Gather information in accessible PE and Disability Sports Review PE curriculum to include disability sports.	Annual review of curriculum in Term 5 2021. Ongoing adaptations to curriculum as needed.	Inclusion Lead/PE Lead/Class teachers	All children are able to access PE and make progress.
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually. Update Medical Conditions policy annually and ensure annual parents return is gathered.	Dates as per school calendar.	First Aid Leader	School are fully informed of the medical needs of our community. Staff feel confident in meeting these medical needs.

Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
1. Ensure our new website is accessible, able to adjust size of lettering, audible version, different languages option	a) As the website is developed ensure these features are available.	From December 2020	Assistant Business Manager/ Headteacher	95% adults can access our website.
2. Ensure regular information to parents is provided in an accessible format e.g. ParentMail, Mailchimp, DoJo	a) Check accessibility options on software and apps used to regularly communicate with parents.	February 2021	Assistant Business Manager	95% adults can access regular information and bulletins.
3. Enable all those parents, currently identified with accessibility needs, are able to gain help and support with access to information.	a) Check which parents have accessibility needs b) Develop different ways to show how to access information c) Provide help and advice to all those identified.	By May 2021	Business Manager	All those parents currently identified as requiring help and support have been able to access regular updates and information.
To ensure all future prospective and parents can access information related to the school.	a) Ask if prospective parents have any access needs b) Tours are offered in an accessible way to those with access needs c) Obtain from admissions information any parents that may have accessibility needs and ensure they are aware of the different ways we can support them.	June 2021	School Secretary	Our School is recognised as an accessible school. Feedback from those with access needs shows they have been well cared for.