



Accessibility Plan

Policy updated by:	J Bogges
Reviewed by staff:	Jan 2021
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Agreed by Headteacher:	N Anderson
Agreed by Management Committee:	



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Introduction

This Accessibility Plan has been drafted to ensure the continuing development of the Primary PRU in meeting its objectives for all pupils, staff, parents/carers and visitors.

This plan should be read in conjunction with the Primary PRU's Equality, Diversity and Cohesion policy, and the Special Educational Needs Policy which underpins the Primary PRU's approach to fostering and maintaining an inclusive community.

The PRU's approach to accessibility for all

The Primary PRU's approach to accessibility for all is founded upon three stands of provision.

1. **Access to the school's curriculum**, particularly for pupils with a disability. Access to the curriculum also includes teaching and learning aids provided to aid less able pupils.
2. **The delivery of written information** to all pupils, staff, parents/carers and visitors.
3. **Access to the school's physical environment** including physical aids that some pupils may require to properly access education.

The Primary PRU is committed to provided a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

Action plans for each of the above strands are appended to this Accessibility Plan.

Monitoring and Review

This plan will be reviewed and adjusted on an annual basis. New plans for each of the three stands will be drafted every three years.

The school will actively monitor the ongoing needs and requirements of its pupils and staff. The objectives of the three action plans may require revision and amendment before the Accessibility Plan is formerly reviewed. Accordingly, the Primary PRU will monitor the implementation of this plan closely in order to give effect to the changing needs of the pupils, staff, parents/carers and visitors. The school will endeavour to make such 'reasonable adjustments' as are practical.



Improving Curriculum Access

Accessibility Target	Strategy	Outcome of Accessibility Plan	Timeframe	Person responsible
To continue training all teachers and teaching assistants in personalising the curriculum they deliver	A mixture of INSET and specific training opportunities	All staff are better able to fully meet the needs of all students they teach.	Ongoing	SLT
Improved management of students with SEMH needs in the classroom to enable better access to the curriculum.	Wider dissemination of innovative and effective management strategies for teachers of identified students (beyond IEP) Staff INSET	Teachers of students presenting with significant SEMH needs as part of their disability have a deeper understanding of the issues affecting their behaviour and are able to draw on specific personalised strategies.	Ongoing	SENCO
Assistive technology to be considered and explored.	Explore the use of items such as touch screen computers, easy use keyboards, text-to-speech software etc	To help pupils to learn faster and more easily. To promote access to the curriculum.	Ongoing	SENCO Headteacher IT support
Classrooms are optimally organised to promote the participation and independence of all students.	Review current layout of furniture and equipment to support and encourage the learning process.	Classrooms are both suitable and optimally prepared in advance to increase access to the curriculum.	Ongoing	SLT
Taking into account all risk	Review to ensure	All school activities will be conducted in	Ongoing	All staff



assessments, all school activities are planned to ensure the participation of all pupils.	compliance with both ethos and legislation.	an inclusive environment.		
Students unable to access the stairs in the PRU to have all lessons in the lower classrooms.	Lessons will need to be planned to ensure all resources are moved and in place for specialist lessons.	All students will have access to a varied curriculum.	Ongoing	Headteacher



Improving the Delivery of Written Information

Accessibility Target	Strategy	Outcome of Accessibility Plan	Timeframe	Person responsible
To be aware of the need to make available school information in alternative formats.	School ensures that it is conversant with facilities to convert information into alternative formats.	Better access to written information for persons; staff, students and parents who are not able to access such information in the conventional way.	Ongoing	Admin staff
Consider how we might meet the needs of someone with a visual or hearing impairment.	To review lighting and paint schemes to help visually impaired pupils. The use of sign language & engagement of services. Enlarged text, adaptations to communication equipment.	Improved communication capabilities. Improved accessibility to information and equipment.	Ongoing	SENCO



Improving Physical Access

Accessibility Target	Strategy	Outcome of Accessibility Plan	Timeframe	Person responsible
To enhance lower/ground floor access to the school buildings.	Investigate the cost and practicality of purchasing portable ramps and look at where ramps could be permanently installed.	Better access for those using wheelchairs or of other limited mobility. To be able to enter buildings at lower levels.	Costs and practicality to be assessed as a first step. Followed by possible purchases and maintenance work as applicable.	SLT Man Comm
To enhance accessibility to the external areas (playing fields) etc for those with a disability or limited mobility.	Investigate and identify barriers to access. Look for strategies to overcome these. Costings and practicality to be assessed.	Access and/or ease of access for disabled persons and those with limited mobility to the external areas, including the school grounds.	Timeframe to be considered in light of findings and actions deemed necessary.	SLT Man Comm