



## Platt C.E Primary School

### **Accessibility Plan**

At Platt C of E Primary School children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is regarded as an important individual and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The purpose of this accessibility plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Platt C of E Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school within a given time frame where practicable.

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

Approved FGB meeting 10/7/23  
Review date 7/26

- Positive Relationships (Behaviour) Policy
- Health & Safety Policy
- Equality and Diversity Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governing Body and reviewed every three years or sooner if circumstances change.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- SENCO

## Accessibility Plan Section A: Curriculum

Target	Current good practice	Strategies	Timescale	Responsibility	Success Criteria
Continue to provide high quality, relevant staff training to meet pupils' SEND needs	Support from NEXUS training brochure  External SALT supporting staff	Continue to review impact of high quality CPD for all staff  Staff to cascade training to other staff	Yearly /as required	SENDCo	All pupils are able to access all areas of the curriculum
Designate a Mental Health Lead	Tier 2 and NELFT Counselling referrals completed when needed  Signposting to various NHS services	To make sure staff member has attended the training  Staff member to work alongside well-being governor	July 2023 onwards	SLT and FLO	Mental Health Lead is trained to be able to lead and oversee strategies
All staff to make adjustments for pupils requiring specialist equipment	Staff work with external agencies e.g. NHS Occupational Therapists and Physiotherapists	Further training for staff on specific specialist equipment	Yearly/as required	SENDCo	All pupils are able to access all areas of the curriculum
Measure progress of SEND pupils using the engagement model	SENDCo trained in use of the engagement model	Make sure all staff have been trained  Share PK documents with all staff  EYFS staff to use Milestone assessment materials	Yearly/as required	SENDCo and class teachers with SEND TA support	Attainment and progress data is accurate and informative for all pupils

## Accessibility Plan Section B: Physical School Environment

Target	Current good practice	Strategies	Timescale	Responsibility	Success Criteria
Maintain whole site access for child with a PD	No steps on site PEEP plan for PD child	Consider playground equipment risk as child gets older	July 2023 onwards	Headteacher/ Site Manager/ SENDCo	All areas are accessible for all
Create PEEP plans for all pupils requiring assistance in any aspects of emergency evacuation	Kent PEEP templates and guidance are accessible on shared area	Ensure all staff are aware of PEEPS, create a plan for individual children	As required	SENDCo with class teacher and support from SEN TA	Pupils are safe in an emergency situation
Ensure school environment is uncluttered and tidy	Use INSET days to de-clutter	Designate staff to different areas of the school	As required	SLT	Pupils can access all areas of the school site safely

## Accessibility Plan Section C: Communication

Target	Current good practice	Strategies	Timescale	Responsibility	Success Criteria
Improve consistency of use of Communicate in print	Communicate in print is used for specific SEND pupils, with one subscription in EYFS	Consider increasing the number of subscriptions to Communicate in print to ensure wider access, especially for TAs in class	From September 2023 onwards	SENDCo	All pupils who would benefit from this resource have access to amended communication
Increase provision for SALT support in KS1	TA specialist for SALT External SALT support Use of Speech and Language Link	Designated adult to support all SALT in KS1  SALT intervention timetable for pm	From September 2023 onwards	SENDCo	All pupils who would benefit from this resource have access to communication intervention