



Preston Primary School

Accessibility Plan

2022 - 2025

1. The Legal Framework & Schools Planning Duty

- 1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.
- 1.2. This Accessibility Plan has been produced as part of that duty; its purpose is to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability over the next three years.
- 1.3. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.
- 1.4. In line with the legislation the plan focuses on three key areas:
 - increasing the extent to which disabled pupils can participate in the school curriculum;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- And, improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. This duty is anticipatory and the school has planned for the current and future needs of its pupils.

1.6. Attached as Appendix 1 is an Action Plan that sets out a programme of planned improvements and actions which the school will undertake over the next three years. A success criterion and a review period have been set so that progress and outcomes can be measured.

Schools Ethos & Mission Statement

2.1. At Preston Primary School we are committed to ensuring equality of opportunity. This means not simply treating everybody the same but understanding and tackling the different barriers, which could lead to unequal outcomes for different groups of pupils in school.

2.2. This is reflected in the school's core values of respect, responsibility, independence, creativity, determination and teamwork and the Trust's principles that:

- The Trust will not directly or indirectly discriminate against, harass or victimise disabled children and young people
- The Trust must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- The Trust must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- The Trust should ensure decisions are informed by the insights of parents and those of children and young people themselves who will be fully involved and have regular meetings and updates
- The Trust should have high ambitions and set stretching targets for them
- The Trust will keep under review the additional or different provision that is made

- The Trust will promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- The Trust will work in a multi-agency way, liaising with external professionals from all areas connected to the child.

2.3. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Single Equality Policy
- Preston Primary's Special Educational Needs & Disabilities (SEND) Policy (Coast Academies)
- Preston Primary's SEND Offer (Coast Academies)

Copies of these are available on Coast Academies website

2.4. It will be the responsibility of the whole school community to implement and follow the principles of this plan.

Current Good Practice which supports this duty

3.1. Action taken by the school to improve and support children with disabilities accessing the curriculum. These actions includes:

- Providing 1:1 support
- Flexible class structures and deployment of staff
- A buddy system to support those with difficulties
- A designated room for therapy or small group work
- Alternative learning environments
- Individual education plans
- Comprehensive pastoral team
- Teaching Assistants trained in speech and language
- Use of resources (i.e. microphone system) to ensure all children are able to see and hear presentations and assemblies
- ASC Outreach service for Torbay Schools on request

- Designated autism champion
- Makaton friendly environment
- Wide range of speech and language training
- Expertise in use of the speech link programme of assessment
- Fully trained Thrive practitioners

In addition transitional planning as children move from class to class, phase to phase and school to school is overseen by the school's Special Educational Needs Coordinator (SENCo).

The SENCo will read records of all new children entering the school and liaise with their current provider to check for information on possible needs – this pre-planning stage includes giving the child and parent/carer a tour of the school to see if there are any issues which might need addressing. The SENCo investigates any action needed and works with the teacher, parents/carers and outside agencies to implement them.

Specialist services the school works closely with include:

- Advisory Teacher for Hearing Impaired
- Advisory Teacher for Visual Impairment from WESC, Exeter
- Disabilities Support Workers
- Occupational Therapists

The SENCo will make sure all staff are aware of the child's needs and meet regularly with the class teachers to ensure that children are achieving their potential and pick up any arising new issues. Regular check-ins with the pastoral team are part of this monitoring process.

3.2. Action has also been taken by the school to ensure pupils with disabilities can access the school's physical environment; this has included:

- Ensuring all floors of the building are accessible either via ramps or platform lifts
- Ensuring corridors and classrooms are well lit
- Ensuring there is a designated accessible toilet and shower room
- Ensuring there are nosing's on steps and other hazards are highlighted
- Using carpets and curtains/blinds to improve acoustics
- Ensuring there are dedicated quiet areas
- Provision of a poly tunnel and woodland area
- Provision of school chickens for animal husbandry and therapy

3.3. The school has taken action to improve access to information through:

- The pre-planning for any special circumstances such as making use of adult readers
- The reading out of clubs lists in assembly at the beginning of each term
- Teachers flagging up the days lunch menu on the white board and discussing with children each morning

Review and Implementation

4.1. This Action Plan will be reviewed and monitored by the Senior Leadership Team

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention will be assessed to see if they are still valid and if so carried forward with a new review date.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's last action plan, including an update on the status of those actions, is attached alongside the current plan in Appendix 1. Actions that are filled in green are complete, those that are filled in orange are outstanding and have been carried forward to the new action plan if still relevant.

Preston Primary School

Accessibility Action Plan for 2021-2022

Priority	Lead	Strategy/Action	Resources	Success Criteria	Review Date	Achieved
Access to the curriculum						
Installation of Astroturf on KS2 Field.	Head Utilities Manager SENDco and SEMH Worker	Reduce trip hazards from KS2 playing field and provide safe surface for all children to access PE and play leader activities.	Match funding secured. Approx £69 000 Purchase of large/bright PE and Play Leader games equipment. Storage shed to be recycled and moved from sister school site. Approx £500	All pupils will be able to move over playing surface that is free of tripping hazards. All sports activities and equipment will be adapted and clearly visible on playing surface.	04.09.21	
Headphones to ensure children can access audiobooks via MyOn.	Head Utilities Manager	Children have access to age-appropriate audiobooks within the classroom.	Headphones that can plug into iPads. Approx. £200	Children will be listening to and demonstrating comprehension of books they may not be able to read by themselves.	18.12.22	
Ensure anti-glare covers are installed onto TV screens affected by overhead lighting and daylight from windows.	Head SENDco Class Teachers Utilities Manager	Ensure visibility on all classroom screens is as good as it can be from multiple seating positions in class.	Audit visibility of TV screens at different positions in class, times of day and weather conditions.	All children will be able to see the TV screens clearly.	31.03.22	
Contrasting colour furniture coverings and door frame paint.	Head Utilities Manager	Ensure there is high contrast between door frames, doors and walls. Ensure contrasting table coverings are available in identified classrooms.	Paint door frames in contrasting colour. Provide temporary table coverings where needed. Approx. £500	Doorways and similar coloured furniture will be clearly visible to all children.	31.03.22	
Access to physical environment						

Install additional shaded seating area on KS2 playing field.	Head Utilities Manager	Create additional, multi-functional covered area suitable for children with visual impairment. Anti-slip grips on step edges and low beams to be highlighted.	Additional benches moved to existing covered area next to building and new covered viewing stand on field. Parental donation of Approx £7200	Steps for changing levels will need to be clearly defined. Structure will need to provide adequate shade from the sun. Suitable space for children to sit and interact together during play and lunchtimes. Provides a quieter space for children needed low arousal moments in busy play area.	30.09.21	
Install additional changing room and outdoor learning classroom connecting woodland camp and swimming pool areas.	Head Utilities Manager	Classroom unit purchased and crane booked to lift it into position. Poolside and woodland camp connecting spaces need to be made safe.	Cost of classroom structure in addition to the make good and installation materials and labour. Approx. £25 000 Parental donation of Approx £500	Children needing additional support to dress before and after swimming will have access to larger, more private space. Classroom unit to have access from both poolside and woodland camp areas.	04.09.21	
Understairs storage space to be converted to Sensory/SEMH safe space for KS1 children.	Head Unit 2 Lead Utilities Manager	Box out downstairs space, pain and ensure low level entrance has soft protective covering.	Unit 2 staff to clear storage space. Facilities team to complete downstairs conversion. Cost of materials Approx. £250	Children currently in Unit 2 and Unit 1 classes will have safe space to go if needed which is in sight of their familiar supporting adults.	09.11.21	
Make medical changing room accessible and fit for purpose within enhanced provision.	Head SENDco Utilities Manager	Clear space. Ensure adjustable changing table is serviced and in good working order. Ensure ventilation, lighting, first aid cabinet and medical waste disposal units are adequate.	Ensure medical waste material can be disposed of appropriately. Set bi-annual inspection contract. Ensure space is added to twice daily cleaning rota. Approx. £1500	There will be a designated and safe space within school for intimate care activities. Changing platform will be moveable so that chn can get on it independently and then brought up to appropriate height for adults. Space available for storage of specialist medical and mobility equipment.	04.09.21	

Install Lift in KS1 Building	Head SENDco Utilities Manager	Environment audit by OT and Physio Team. Complete quotes for Local Authority funding. Lift Installation w/b 20/12/21	SEND Capital Funding Secured £25 000 Cost of list and widening of staircase.	Accessibility to all KS1 and Foundation stage learning areas will be possible from all internal areas.	4/1/22	
Install wheelchair lift to external staircase to the swimming pool adjacent to the rear of the KS 2 Building. Installation of ramps and gradients to allow access to woodland area from the school field.	Head SENDco Utilities Manager	Install compliant gradient ramps connect stairs adjacent to undercroft path. Where ramps cannot be used, external stair lift will need to be installed.	Funding application to Local Authority Waiting on decision Approx. £15 000	Pool area can be accessed safely by all pupils.	4/2/22	
Installation of two-tone paving slabs on external steps and around the pool area for children with visual impairment.	Head SENDco Utilities Manager	Look at School funds and implement with the school site team	School funds £1000	Installation of paving. Provide contrasting coverings for pool cover fixings.	4/2/22	
Expand woodland camp paths that lead off to designated learning spaces.	Head SENDco Utilities Manager	Main paths need to be accessible to wheelchair users and free of trip hazards.	Create central path through woodland camp that breaks off to different areas. Install supporting handrails where slope gradient is high. £1500	All children will be able to access the woodland camp area and move around it freely to engage in exploratory play activities.	05.06.22	
Ensure handrails are safe and clearly visible.	Head SENDco Utilities Manager	Re-highlight external steps edges.	Re-paint edges of all external stairs. £200	Steps and handrails can be clearly seen by all pupils when moving around all outside school areas.	22.02.22	
Improve perimeter fencing, electronic gate and school building access locks.	Head SENDco Utilities Manager	Contract services to replace perimeter fencing, to install new electronic	£179 000 Central Government Funding.	Access to the building via locked doors will be quick, using one central system –	31.03.22	

Open up additional parking spaces for		driveway gate and replace coded door locks so they work under one system. Open up additional parking spaces at front of school building.		key cards to be held by teaching and support staff. Open parking spaces at front of the school will be allocated for pupils arriving by car or taxi. New electronic driveway gate will reduce traffic at start and end of day.		
Access to written information						
Install Symwriter onto all teacher laptops.	SENDco	Consistent use of Symwriter visual symbols across whole school.	Symbols from symwriter to be used within curriculum documents, knowledge organiser and in teaching resources throughout the school.	Curriculum and key learning points will be accessible to all pupils via visual representation of written information.	23.10.21	
Use of matt laminating materials are purchased for use throughout the school.	SENDco Unit Leads	Glare from sunlight or internal lighting on signage and display content will be reduced.	Displays and signs to have matt finish as they are replaced around the school sight. £150	All pupils will be able to see signage and display materials clearly.	31.03.22	
Access RNIB Bookshare enlarged texts.	SENDco IT Team	Access enlarged texts/books via RNIB Bookshare scheme. UK education collection RNIB Bookshare, accessible books for print disabled learners.	IT team to set up App on iPads so that texts can be downloaded.	Children will have access to enlarged print texts and images that have reduced detail and high contrast.	22.02.22	Access RNIB Bookshare enlarged texts.