

PRENTON PRIMARY SCHOOL
ACCESSIBILITY PLAN 2022 -2025



The accessibility plan complies with current legislation and requirements as specified in Schedule 10, relating to the Disability and Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of the plan over the period.

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...’

Prenton Primary School is committed to ensure that the environment is accessible to pupils, parents, staff and visitors in order to meet their education, physical, sensory, social, spiritual, emotional and cultural needs. The school strives to challenge negative attitudes and develop a culture of tolerance, awareness and promotion of inclusion.

The accessibility plan will be updated annually in order to meet the known needs of the pupils and staff.

Background

The school has two playgrounds and a number of entrances designated to different age groups. Visual timetables are located in all classrooms. In KS2 the classrooms are located on two floors; the upper floor is not accessible to anyone in a wheelchair or who requires support with mobility. The Sendco meets with all settings prior to a child starting school in F2; in conjunction with Health care professionals, parents and the Headteacher a Health Care plan will be written in order to meet the needs of each individual child with a disability; reasonable adjustments will be made wherever possible within the limitations of the building which was built in the 1950s.

Area 1 Accessing the curriculum

The school will make reasonable adjustments to the curriculum to ensure any pupil with a disability are as equally prepared for later life as able bodied pupils. This covers teaching and learning and the wider curriculum. Specialist aids will be provided to assist pupils to access the curriculum. Through pupil progress meetings/Sendco reviews specific curriculum/pupil needs are identified and any Continuous Professional Development for staff is identified and signposted to meet specific needs. Sports coaches currently provide additional support within PE lessons for children who find accessing the subject difficult this is in addition to any Teaching Assistant support.

All out of school activities are planned to ensure reasonable adjustments have been made to provide participation for pupils with disabilities. All external trips are planned in advance and checks are made by the Educational Visits Co-ordinator to ensure the adjustments are suitable in conjunction with the Sendco and Headteacher.

Area 2 Physical environment

The school currently has three medical rooms; two with rise and fall beds; a lift between KS1 and KS2 and two platform lifts. Stairs are painted yellow to provide support for visually impaired pupils accessing KS2 playground. A ramp provides access to KS2 playground and a disabled door is available to pupils

in KS1 providing direct access to the area. A drop off zone is provided for one pupil in both the KS1 and KS2 car park to enable a taxi/parent to drop a pupil off safely at the beginning and end of the day with prior arrangements made with the Headteacher. KS2 is on two levels; the school will make reasonable adjustments to teach a class on the ground floor when the dynamics of the Key Stage have the capacity to enable this adjustment to be made. (There are 4 classrooms on the lower floor; two have wider doors to enable wheelchair access). Appropriate training is provided to staff on using specialist equipment within school and the Sendco ensures Teaching Assistants receive appropriate training.

Area 3 Access to information

The school has a google translate button on its website to support EAL parents and pupils. The school will make reasonable adjustments to provide written information in an accessible manner when required when reasonable prior notification is made to the Sendco. This might include but is not limited to: newsletters/timetables/textbooks/handouts etc. For children with a vision disability the school will liaise closely with vision support to provide text to a child in an agreed format.

Targets	Strategies	Outcomes	People involved/Responsibility	Timescale
To be aware of the access needs of disabled children, staff, governors and visitors to the site.	<ul style="list-style-type: none"> • Ensure school staff and governors are aware of any access issues for individuals • Create access plans for individual disabled pupils. • Ensure staff and governors can access the school and if required plan to meet individual needs • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if a pupil or adult 	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils and all staff are aware of a pupils' needs • Constantly monitor to ensure any new needs are met. Children who become immobile for a set period of time will be placed in a downstairs classroom whilst on crutches or with a leg in plaster etc • Parents who are unable to access 	Sendco/HT	As required

	becomes physically impaired.	upstairs classrooms etc for parents' evenings will be offered an appointment in Meeting Room 1 <ul style="list-style-type: none"> • PEEPs are prepared and reviewed as individual needs change. 		
To maintain safety for visually impaired people.	<ul style="list-style-type: none"> • Collate up to date list of children who require support. • Ensure playground has the yellow markers refreshed. • Check exterior lighting is working on a regular basis • Check flashing beacons that signal a fire alarm aac 	<ul style="list-style-type: none"> • All children can access all information within the curriculum. • Children will be safe when accessing the outside space 	Class teachers Support staff Sendco	September of each academic year and ongoing Caretaker to complete regular checks.
Accessible car parking	<ul style="list-style-type: none"> • Disabled members of staff will have a designated space to park near to an entrance 	<ul style="list-style-type: none"> • There is a place for disabled parking available as required. 	Headteacher	As required

	<ul style="list-style-type: none"> Known visitors to school will be asked to inform school if they have any mobility issues and parking will be arranged as required. The caretaker will support opening of gates. 			
All school visits and trips to be accessible to pupils	<ul style="list-style-type: none"> Ensure venues and transport are vetted for suitability and facilities 	<ul style="list-style-type: none"> For children in a wheelchair or with medical needs reasonable adjustments have been made 	Class teachers/EVC/Sendco	As required
Ensure disabled children can participate in lunchtime and After School activities	<ul style="list-style-type: none"> Discuss with providers/staff who run clubs the needs of individual pupils and accessibility. 	<ul style="list-style-type: none"> Where possible make reasonable adjustments and provide a wide range of activities for pupils 	Assistant Headteacher/PE Lead/teachers	Half termly
To support pupils overcome anxiety as a barrier to accessing the curriculum.	<ul style="list-style-type: none"> All staff to benefit from the mental health programme. MHST provision in place and referrals made Caritas provision in place 	<ul style="list-style-type: none"> Staff will have a greater understanding of the barriers and how to support pupils through on going training. Pupils will have access to support within school 	Class teachers Sendco	

<p>To provide touch typing lessons as required for pupils who have significant difficulty with handwriting.</p>	<ul style="list-style-type: none"> Identify any pupils who may benefit from this as part of their provision. 	<ul style="list-style-type: none"> Pupils will have access to a range of options for producing work in line with a pupil's identified needs. 	<p>Sendco</p>	<p>As required</p>
<p>Learning Aids for pupils</p>	<ul style="list-style-type: none"> Continue to identify resources required for use e.g. dyslexia friendly and resources to support visually impaired and hearing impaired children 	<ul style="list-style-type: none"> Pupils will have access to a range of options for producing work in line with a pupil's identified needs. 	<p>Class teacher/Sendco</p>	<p>As required</p>
<p>Ensure everyone has access to the Reception Area.</p>	<ul style="list-style-type: none"> Ensure office staff use the low level desk with the hearing loop for all visitors. Check the hearing loop works and ensure all visitors are directed to the visitor window 	<ul style="list-style-type: none"> All visitors to school can access the office staff and feel welcomed Wheelchair users can access the school with enquiries 	<p>Business Manager</p>	<p>September 2022</p>
<p>To ensure the website is fully compliant with the 2010 Equality Act</p> <p>Appropriate use of colour, video, audio</p>	<ul style="list-style-type: none"> Continue to review the website half termly Work with the website co-ordinator to make necessary changes 	<ul style="list-style-type: none"> Website is fully accessible and compliant 	<p>Headteacher Sendco Website lead teacher</p>	<p>As required</p>

<p>To continue to improve the signage around school with particular reference to visual/pictorial format for those people with communication difficulties/EAL as needs change</p>	<ul style="list-style-type: none"> • Continue to review all current signage and evaluate. 	<ul style="list-style-type: none"> • Children from different backgrounds feel welcome in school and can access the areas 	<p>MFL Lead and class teachers</p>	<p>As required</p>
<p>To review the toilet facilities within school to provide adequate provision for transgender adults and pupils</p>	<ul style="list-style-type: none"> • School has a transgender policy and is reviewing facilities. • Currently F2 toilets are mixed. There are neutral toilet facilities available in the Hub and 2 adult toilet facilities in the main school available. 	<ul style="list-style-type: none"> • Adults will be signposted to the neutral facilities as required. • The school will consider the needs of all whenever any future building work is planned for the toilet facilities. 	<p>HT/Building Inspector</p>	<p>September 2025</p>
<p>To review Alternate Provision for pupils who are unable to access the classroom</p>	<ul style="list-style-type: none"> • Review current practice and provision in order to support individual pupils as required. The school is currently using 3 rooms to support individual pupils. • Liaise with LA as required re suitable offer 	<ul style="list-style-type: none"> • Pupils who are unable to remain in the classroom can have their individual needs met 	<p>HT/Sendco</p>	<p>As required</p>