Puriton Primary School Accessibility Plan

Puriton Primary School

Our mission is to provide each child with a creative and engaging education, which inspires confidence and resilience with a love of learning. By challenging and encouraging children to thrive and achieve as individuals, we aim to prepare them to be successful, compassionate and responsible citizens of the future

Puriton Primary School actively promotes equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and background. We will pay particular attention to the provision for and achievement of all in our school policies and action plans.

POLICY REVIEW

This policy will be reviewed every two years to ensure that it continues to meet the needs of the school community and statutory requirements.

Agreed Date **February 2023**

Signed: K Williams

Head teacher

Review Date **February 2025**

Signed:

Chair of Governors

ACTION	IMPLEMENTATION	PERSONNEL	TIMESCALE	RESOURCES	SUCCES CRITERIA	REVIEW
To enable the school to access support for any type of inclusion	Collating the range of services and resources available and drawing upon these as the need arises	Ellen Hussey (SENCO) Katie Williams (Head)	Update as required (ongoing)	SEN catalogue of policies, guidance and materials, SENCO Newsletter, SENCO fliers and updates, Somerset Choices website	The school is equipped to meet the needs of a diversity of pupils	Update required annually – or as services details change or are added
To provide access for all across the school site	Ensure that the facilities currently in place are maintained and checked regularly to ensure it is clear and usable for all pupils to access.	Ellen Hussey (SENCO) Katie Williams (Head)	Throughout the year as required	Groundsmen and caretaker	The school will be fully accessible to people with physical impairments	Monitor and evaluate effectiveness – including access to field in fairer weather.
To maintain recognised disabled parking facilities	Disabled parking bays are clearly marked, maintained and accessible at all times.	Katie Williams (Head) Kevin Cummins (Caretaker)	Ongoing	Caretaker time	Continued provision for disabled parents and visitors	Ongoing, maintenance as needed.

To provide high quality PE provision for pupils with disabilities	Develop staff training, utilising resources available to ensure inclusion and adaptation of lessons. Explore options for using the equipment within the school to ensure inclusive playtimes where children are safely using equipment – as and when appropriate. Explore new accessible resources which might be needed.	Ellen Hussey (SENCO) Trish Lee (PE Coordinator)	Summer Term in preparation for new school year.	Staff meeting time, PIMS Team resources, discussion with Physio and vision support team, TA meetings and training, work with the children, new resources such as balls with bells, etc, to support visual impairment needs	Children will feel confident in PE lessons and will be happy using the equipment and enjoy the time with their peers. Staff will feel secure with delivering and supporting sessions, safely and ensuring development, inclusion and progress are achieved.	Staff and pupil interviews to find strengths and weaknesses in order to continue provision.
To provide materials for children and parents in alternative formats.	Coloured paper, copy sizes, digital versions of paperwork etc, will be made available to children and parents with specific needs as required.	All school staff	Ongoing	Email, paper, etc	Children and parents with visual impairments or dyslexia, will be able to access information and resources needed	Monitor and review effectiveness and need as required
To adapt the school site to better support visual impairment.	Complete site audit with assistance from vision support team. Paint/highlight any key areas to ensure these are made more obvious for people with visual impairment.	Ellen Hussey (SENCO) Kevin Cummins (caretaker)	Before the start of each school year,	Site audit for visual impairment, paint, brushes, glow tape,	Children with visual impairments are able to safely and independently access the school site.	Review once children have settled and continue to make adaptations/ refresh paintwork as needed.
To provide digital resources which enable children to fully access the curriculum.	Use school resources such as laptops and iPads to provide children with additional ways of recording or accessing materials within the classroom. Use suggested resources from external advisors to improve accessibility where needed. E.g. vision support.	Ellen hussey (SENCO) All school staff	Ongoing	Support from the Vision Support Team, SENETAS team support, iPads, laptops, additional training opportunities from CLT via (Gavin Smart)	All children will be able to access the learning within the classroom. Alternative recording methods will allow children to record their thoughts and ideas effectively. Children will be able to use magnifiers and adapted fonts, etc to see materials that are used. This will increase their purposeful learning and accessibility, enabling them to more fully access the school curriculum.	Audit how resources are being used. Look at how resources are allocated across the school. This about any gaps in resources and forward plan, budgeting for replacements or additional requirements for future years.