



## **Accessibility Policy**

Approved by Staff:	September 2017
Approved by Governors:	September 2017
Review Frequency and Governor Delegation:	Annually
Review Date:	September 2020

***“The roots to grow, the path to follow and the wings to fly.”***

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Pathfinder Church of England Primary School is committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those identified as having special educational needs or a disability (SEND) are entitled to a broad and balanced academic and social curriculum, which is accessible to them. They must have every opportunity to be fully included in all aspects of school life.

Our school's aims and values place inclusion, equality and high aspirations at the centre of all that we do. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish, feel safe and benefit from high quality teaching. This does mean that children will all have access to the same curriculum but it does not mean that we will all access it in exactly the same way; we will respond to learners in ways which take account of their varied life experiences and needs so that they are able to achieve to the best of their abilities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

DEMAT is committed to promoting equality of opportunity for all. The Trust aims to create a supportive and inclusive learning environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all are able to reach their full potential.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability.</b>	<p>The Pathfinder C of E Primary School offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. This may include the use of ICT and/or other resources in order to support their learning. All classrooms feature resources which promote inclusion. For example, visual timetables, both pictorial and written labels, and a range of background pastel colours used on interactive whiteboards and resources. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability and a range methods to track small-steps of progress are being developed. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>In addition, all children applying for a place with SEND are invited for a tour, a meeting with school SENDCo and a 'taster session' in which the child meets their class teacher, relevant adults and their peer group.</p>	<p>To ensure effective and appropriate differentiation is in place in all lessons.</p> <p>To ensure classroom resources meet the needs of all individuals within the class.</p> <p>All classes to contain non-negotiable learning environment items.</p> <p>To develop effective and efficient ways to track smaller steps of progress for chn with SEND.</p> <p>To create pupil passports for all children with SEND to ensure all staff are aware of how best to support.</p>	<p>Lesson observations, learning walks and pupil voice.</p> <p>Monitor use of resources and ensure all children (including those with a disability) are able to access the learning appropriately.</p> <p>Communicate list to staff. Staff to implement.</p> <p>SENDCo to attend webinars relating to use of assessment system (Pupil Asset)</p> <p>Staff training</p> <p>Range of alternative assessments to be in place to show progress for SEND chn.</p> <p>Create pupil passports and populate.</p> <p>Display appropriately for relevant staff.</p>	<p>Headteacher, SENDCo Subject leaders</p> <p>SENDCo</p> <p>All staff</p> <p>SENDCo</p> <p>SENDCo / Class teachers / 1:1s</p>	<p>Termly</p> <p>Ongoing – report annually</p> <p>October 2017</p> <p>Sept 2018 / ongoing</p> <p>Ongoing</p> <p>July 2019</p> <p>September 2019 / ongoing</p>	<p>Chn will have appropriately differentiated learning tasks.</p> <p>All chn with SEND will have access to the full curriculum with use of appropriate resources.</p> <p>(See learning environment checklist)</p> <p>Progress will be measured and tracked for all chn with SEND and clear progress will be evident in smaller steps.</p> <p>All staff will be aware of how to effectively measure</p> <p>All staff will have a clear understanding of how best to support each individual's needs.</p>

Improve and maintain access to the physical environment	<p>The Pathfinder C of E Primary school is a modern building with disabled parking and step-free access throughout. All doorways and corridors are wheelchair friendly and there are both disabled toilets and a disabled shower/wet room. A hearing loop is available in the school hall and there is wheelchair-friendly lift access to the upstairs of the building.</p> <p>Within the general learning environment; the vast majority of library shelves are at wheelchair-accessible height along with the counter tops in the canteen. In classrooms, the vast majority of furniture is wheelchair accessible and can be easily changed to alternatives if needed. The environment is very adaptable and any necessary changes would be made ahead of a child attending.</p>	<p>To ensure all children with a disability have an individual accessibility plan which is reviewed annually.</p> <p>To liaise with Cambridgeshire Highways Agencies regarding a dropped curb to be put in place outside of the school gates.</p> <p>To future plan for the school site to review the number of disabled parking spaces and their locations with regards to pupil access to the playground.</p> <p>To ensure appropriate measures are in place to support a child who is deaf or has hearing impairment in the event of a fire.</p>	<p>Create individual accessibility plans as needed for disabled children.</p> <p>Contact relevant person within the Highways Agency and gain regular updates.</p> <p>Future planning discussions within SLT and at Governing Body</p> <p>Liaise with Britannia as appropriate to discuss lighting of alarms etc.</p> <p>Complete audit (Appendix 1)</p>	<p>SENDCo</p> <p>Headteacher</p> <p>Headteacher SENDCo Governing Body</p> <p>Headteacher Business manager</p> <p>SENDCo / H&amp;S Governor</p>	<p>As needed</p> <p>September 2020</p> <p>Annually</p> <p>As needed</p> <p>September 2019</p>	<p>All children with a disability will have an accessibility plan in place which is followed by all relevant adults.</p> <p>There will be a dropped curb directly outside of the school.</p> <p>There will be additional disabled parking spaces at the top end of the car park.</p> <p>Fire alarms will have been adapted to suit needs of hearing impaired or deaf children.</p> <p>Audit complete and actions.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes; consistent classroom signage, large print resources, pictorial or symbolic representations, a hearing loop and various coloured resources to support dyslexic tendencies. Additional communication methods such as Braille would be introduced as needed. All children applying for a place with SEND are invited for a meeting with school SENDCo prior to starting in which individual needs and accessibility arrangements are discussed and planned for.</p>	<p>To plan for internal school signage as the school (and use of its building) grows.</p> <p>To ensure all children with a disability have an individual accessibility plan which is reviewed annually.</p>	<p>Design and purchase internal signage suitable to the use of the school.</p> <p>Create individual accessibility plans as needed for disabled children.</p>	<p>Headteacher Business Manager</p> <p>SENDCo</p>	<p>Sept 2020</p> <p>As needed / ongoing</p>	<p>Internal signage will be displayed.</p> <p>All children with a disability will have an accessibility plan in place which is followed by all relevant adults.</p>

Ensure smooth transitions for all children with SEND.	<p>All children applying for a place at The Pathfinder are encouraged to visit the school for a tour and a 'taster session' in which they are able to meet their class teacher, other relevant adults and their peers. Any families arriving with an SEND are provided with a meeting with the SENDCo ahead of their start date in order to share appropriate and necessary information about the child including strategies to support their learning/needs and provision which needs to be in place prior to starting. Children with SEND are encouraged to have multiple taster sessions and a gradual integration timetable can be put in place if best suits the child's needs. Children who have prior involvement for SEND Services or other outside agencies are invited to attend a transition meeting prior to the child started for a sharing of information and strategies.</p> <p>Children with SEND receive a longer gradual transition programme throughout the Summer term in order to better prepare them for the moving of classrooms and changing of teachers each academic year, and children in Year 6 with SEND participate in additional 'move up' days to have a better understanding of their new school environment and the key adults they will work with.</p>	<p>To ensure all families with an SEND child have a meeting with the SENDCo prior to attending school.</p> <p>To ensure appropriate integration timetables are in place where necessary and regularly reviewed.</p> <p>To improve links with local secondary schools and create bespoke transition programme for Y6 SEND children.</p> <p>To develop the role of a family worker within school to ease transition and communication between home and school for a child with SEND in the first 6 weeks of their Pathfinder schooling.</p>	<p>SENDCo to arrange meetings.</p> <p>Liaise with families and other professionals and create timetable.</p> <p>Meet with Headteacher of Northstowe Secondary (and others). Design transition program.</p> <p>Family worker to be appointed.</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo Headteacher</p> <p>SENDCo &amp; Headteacher</p>	<p>Ongoing practice</p> <p>Ongoing practice</p> <p>September 2019</p> <p>September 2019</p>	<p>A transition meeting will have taken place prior to the start date for any child with SEND.</p> <p>Integration timetables will be in place, followed and reviewed as necessary.</p> <p>Smooth transition between Y6 and secondary school will be evident.</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Standards and Ethos Committee of The Governing Body and the Headteacher.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives policy
- Special educational needs (SEN) policy and information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Shower room				
Toilets				
Reception area				
Emergency escape routes				