

Pirbright Village Primary School



Accessibility Plan

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Reviewed	Biennially
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1. Philosophy

At Pirbright Village Primary School our values reflect our commitment to a school where there are high expectations of everyone. 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 important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Definitions

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:

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

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recovers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

3. Aims

The aims of Pirbright Village Primary School's accessibility plan is to:

- A. increase the extent to which disabled pupils can participate in the curriculum;
- B. improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- C. improve the availability of accessible information to disabled pupils.

4. Objectives

- To ensure all disabled children are fully involved in school life and are making good progress.
- To identifying barriers to participation and find practical solutions to overcoming these.
- To work collaboratively with disabled children and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled children.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled children.

Increase the extent to which disabled pupils can participate in the curriculum

- Identification of SEND at a very early stage through close liaison with nurseries, supported by individual provision maps and the SEND register.
- Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback.
- Specialist advice from other professionals (e.g. speech and language therapist, school nurse, occupational therapist, physical & sensory support, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- Special access arrangements for assessments in consultation with the headteacher when deemed necessary by the school.
- Specific target setting and monitoring to ensure all children with SEND make at least sufficient progress in intervention groups.
- A structured and dedicated Y6 transition programme for vulnerable children
- Adaptions are made as necessary to ensure access to all for trips and clubs including additional adults, support from parents, appropriate transportation, risk assessments and resources.
- Staff are first aid trained and many have additional medical needs training for support of pupils with asthma, hearing difficulties or who carry epi-pens.
- Manual handling training where needed.
- Planning is differentiated to responds to individual needs.
- Resources are carefully selected for impact on teaching and learning and used within the classroom and support a range of learning styles.
- 'Sit and move' cushions, work stations, visual timetables.
- Range of teaching and learning styles.
- Use of Emotional Literacy Support Assistant/ PEDALS Team.
- Flexible timetable (e.g. use of learning breaks, shorten tasks) where necessary.
- High quality staff training and expertise; INSET provided as needs are identified
- Use of ICT in lessons including enlarged keyboards, laptops, specialised mouse etc.
- Writing slopes, wobble cushions, writing overlays, fiddle tools etc where necessary.
- Wide range of clubs and visitors.
- Class behaviour and reward systems.
- LSA work with individuals and groups both in class time and support for children at breaktimes and lunchtimes when needed to promote integration and work on individual targets.
- Values based curriculum to promote equality and respect for difference.
- Values circle times to support the needs of children who may feel vulnerable.
- Individual targets to support a more personalised learning approach.
- SENCo support for targets and schemes of work which might be appropriate.
- Visual timetables and Now & Next boards.
- Staff awareness of the need to include a diverse selection of resources and visuals throughout the whole curriculum to ensure representation.
- Intimate care policy.

Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Pirbright Village Primary School is large primary school with four distinct teaching and learning buildings, a large school field and two playgrounds. Children begin school in the reception classrooms which are also linked to the music & art suites, the science lab and the DT Kitchen.

KS1 takes place in two separate sets of classrooms surrounding the KS1 playground and KS2 is in the main building alongside the hall and library. The whole site is on one level and there is now access to the full site for children in a wheelchair.

- Table arrangements and seating plans take into account transitions around the class room and health and safety for all children.
- Shower and disability accessible toilets are available in both key stages.
- There is a disabled parking space.
- All KS2 classrooms and main access points have ramps.
- Accessible door handles.
- Additional toileting resources support independence such as potty and frame to support.
- Outside agency support used for advice and recommendations.
- Access and support rails surround the main building as required
- A lift allows wheelchair access from the upper KS1 site, down onto the lower KS2 playground.
- Re-organisation of classrooms as required have increased learning space and access for children with wheelchairs and or additional resources.
- Hoist when required.
- 2022/2023 building project provided more toilets for children to increase access whilst adding an additional disabled toilet on site.

Improve the availability of accessible information to disabled pupils

- Website available with key information.
- Use of range of text and font sizes on communications as requested.
- Use of a multi-agency approach.
- School Council to canvass children's opinions.
- Range of methods of communication with parents: weekly newsletter, website, parentmail, face to face events and meetings - all communications are available both online and in hard copy if requested.
- Home learning is accessible to all children at various levels of physical and academic need, including additional support in class when required.
- Annual Reports to parents once a year.
- Key Targets & Expectations documents sent to parents three times a year.
- Parents evenings 2x a year and additional meetings as required for any additional SEND needs.
- Range of opportunities for participate in their children's education via curriculum events and workshops.
- Class Reps and FOPs.
- Head-teacher, deputy, home-school link worker and SENCo available at the gate before school.
- Parental questionnaires administered for feedback on a specific area of school life.
- Open door policy with teaching staff to deal with issues as they arise.
- EHCPs/ISPs.