

Accessibility Policy & Plan 2025 -2026



Pensans Community Primary School

Reviewed: September 2025

Next Review Date; Sept 2026

Accessibility Policy & Plan 2025 -2026

Intended impact

To help ensure that every Pensans School pupil has the best possible access to the school's facilities and resources.

Overarching principles

- We are fully committed to Pensans School being as inclusive as possible, so that every child can reach their full potential. 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. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- This commitment applies to all elements of our provision – nursery as well as compulsory school age; mainstream as well as (where relevant) enhanced learning provision/specialist bases; core school time as well as before and after school care and activities.
- The school's accessibility plan will cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on identified issues.
- We also aspire to our school being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.
- We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities and aim to engender this

Compliance with the Equality Act 2010 is consistent with Pensans School's aims and equal opportunities policy, and the operation of our SEND policy. Pensans School recognises its duty to:

- not discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- liaise with parents to discuss the most suitable support for their child
- not treat disabled pupils less favourably
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- publish an Accessibility Plan.

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Pensans School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Pensans School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

setting suitable learning challenges

responding to pupils' diverse learning needs

overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

Education & related activities Parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion

The school will: develop, maintain and keep under review a relevant and appropriate accessibility plan

The school's governors will: provide scrutiny, support and challenge to the school's

Pensans School will continue to seek and follow the advice of services such as Educational Psychologists and Specialist Provisions, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

Pensans School will take account of the needs of pupils and visitors when planning and undertaking future improvements and refurbishment of the site and premises. In particular we aim to discuss individual needs with all pupils and parents on entry to the school, completing a risk assessment in relation to the school environment and drawing up an individual access plan where appropriate.

c) Provision of information

Pensans School will make itself aware of local services for providing information in alternative formats when required or requested.

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Roles & responsibilities:

- Parents/carers will: alert the teacher or a senior leader if they are concerned about an issue of accessibility or have ideas about further improving inclusion
- The school will: develop, maintain and keep under review a relevant and appropriate accessibility plan
- The school's governors will: provide scrutiny, support and challenge to the school's

We will continue to include a range of stakeholders in the development of this accessibility plan over time, including pupils, parents, staff and governors. The plan will be made available online on the school website, and paper copies are available upon request.

Accessibility Action Plan 2025 - 2026

How this relates to national guidance & requirements

Schools need to carry out accessibility planning for disabled pupils under the Equality Act 2010. In particular, under paragraph 3 of Schedule 10 to the Act, schools must publish an accessibility plan, to include details of how they are:

- increasing disabled pupils' ability to participate in the school's curriculum
- improving the physical environment of the school so disabled pupils can take better advantage of the education, benefits, facilities and services on offer
- improving the availability of accessible information to disabled pupil

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| Priority Target | Actions | Who is responsible | Timescale | Budget |
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| Maximising the extent to which pupils can participate in the school curriculum | <p>Staff aware of pupils' individual needs through the use of APDR and support plans. Ensure relevant pupils can access the curriculum by employing and using trained staff.</p> <p>Effective use of equipment to promote learning where appropriate</p> <p>Curriculum Planning makes provision for all pupils</p> <p>Lessons address a variety of learning styles and are differentiated appropriately.</p> <p>Monitoring of pupils to ensure significant progress is made</p> <p>School visits and extra curriculum clubs are accessible to all pupils regardless of attainment or impairment.</p> <p>Ensure that all staff planning off-site trips take into account individual pupil needs.</p> <p>Staff to include accessibility provision for day trips and residential trips</p> | All staff | <p>On entry</p> <p>As required</p> <p>Ongoing</p> <p>Weekly/Termly/Annually</p> <p>Ongoing</p> <p>Half termly</p> <p>As required</p> <p>As required</p> <p>As required</p> | Staff time/ School Budget Plus PE funds |
| Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; | <p>Staff are given the opportunity to raise Health and Safety concerns weekly during staff meetings and leadership meetings.</p> <p>Meetings with parents of children with SEND address key factors such as environment and changes are made accordingly where possible.</p> | All staff | <p>Weekly</p> <p>Termly</p> | School budget to cover staffing for meeting |

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| Corridor Access | Corridors are wide with room for parking bays for wheelchairs and standing frames. | All staff | Ongoing | No adaptations required. |
| Parking Bays | Disabled parking bays are marked accordingly and provide sufficient access into the building. Dedicated drop off zone for taxis bringing pupils to ARB | All staff | Ongoing | No adaptations required. |
| Toilets | There are two dedicated toilets that have a disabled access and alarms. One in the main school and one in the ARB | All staff | Ongoing | No adaptations required. |
| Reception Area | The school reception area is accessible to wheelchair users. | All staff | Ongoing | No adaptations required. |
| Emergency Escape Routes | Fire Evacuation plan in place. | All staff | Ongoing | No adaptations required. |
| Ensure there is enough fire exits around the school that are suitable for people with a disability | Ensure all staff are aware of the need to keep fire exits clear. | All staff | Ongoing | No adaptations required. |
| To meet regularly with parents to ensure needs are being met. | Termly SEN updates for all children on School Support or with an EHCP. Targets are evaluated and the SENCo ensures all needs are being met, including physical needs. EHCP applications are written in a timely fashion, in liaison with parents. Referrals to outside agencies are completed alongside parents and recorded on the child's chronology. | Senco, Class teachers, TAs Premises Manager | Termly As required As required | Staff time/ Trained Senco |

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| | Annual reviews held yearly with both parents and external agencies for children who have an EHCP. Suggested support and strategies from external agencies is always followed up in school and fed to class teachers and TAs ie speech therapist targets, OT targets, physiotherapy. All reports and suggestions are recorded onto the child's chronology. | | Ten-monthly As required | |
| To improve communication for children with communication needs (EAL / ASD) | Visual timetables in place in each classroom, although these may look different from year group to year group as the children get older. Individual visual timetables available for children who need to know what is happening throughout the day to help reduce anxiety. Social stories are used regularly to help children with ASD understand key events/difficulties. Use of Now and Next boards for individual children. Traffic light lanyard symbols used where necessary. | Senco, class teachers and TAs | Ongoing for all | Staff time to make resources |
| Ensuring access for all pupils to all areas | Due focus upon access for all pupils when considering major redesign of school play areas (including plans for 'open access' to various areas of the site for all children) | HT, Premises Manager | Ongoing | Budget as required to facilitate access |
| Review of information to parents/carers to ensure accessibility | Review all communications to ensure that 'simple' English is utilised and no acronyms are included School office / Pastoral Lead to provide support and help to parents to access | All staff, Pastoral Lead | Ongoing | Staff time to support as required |

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| | information and complete school related forms when required (offer to be incorporated to information disseminated) Continue to review communication channels to parents to ensure that all can access information (use of website, email, text, social media, phone calls) | | | |
| Ensure that information is available in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems | When required and available, access to translators / sign language interpreters to be considered. | HT | Ongoing | Budget for translator if required |