



Perton First School

Accessibility Policy and Plan

Version: December 2023

Aims

Perton First School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to do.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1: Curriculum

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
SEND and Medical registers to be updated	SENCO & Medical Lead	<ul style="list-style-type: none"> Ensure SEND Register reflects current pupils being supported. Ensure Medical Register and Care Plans are up to date. Ensure SEND needs are logged on Insight. Meet with parents of children whose care plans/documentation needs updating. 	<ul style="list-style-type: none"> SEND Register and paperwork for individuals. Care Plans Insight 	Autumn 2023	SEN and Medical needs will be up to date. Teachers and Tas will be aware of the needs of children in their class.
Effective communication and engagement of parents	SENCO Teachers	<ul style="list-style-type: none"> Termly meetings with parents and carers. Annual reviews of EHCPs. 	<ul style="list-style-type: none"> Up to date EHCPs Up to date SEND paperwork Diary Dates 	Ongoing	Increased engagement of parents.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SENCO	<ul style="list-style-type: none"> Audit staff strengths/gaps in knowledge Use internal & external training – Autism Outreach, Speech & Language, EP, OT etc TA training in adapting lessons for 1:1 pupils Lead staff meeting addressing inclusive practice 	<ul style="list-style-type: none"> Staff Meeting TA training during INSET External Agencies time 	Summer 2024	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broad and effective.
Ensure appropriate use of specialised equipment to benefit individual pupils.	SENCO	<ul style="list-style-type: none"> Ipads available to support children with difficulties Sloping boards for children with physical needs Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys etc Sensory trail Monitor and observe use of equipment e.g. PECS, visual timetable, writing with symbols, wobble cushions etc 	<ul style="list-style-type: none"> Insight Training on new interventions Resources required to deliver interventions 	Summer 2024	Progress and attainment of all children is good or outstanding.

2: Physical environment

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate educational visits and residential in Y4 in light of school's current cohort	SLT SENCO	<ul style="list-style-type: none"> Ensure all children are included in risk assessments for visits and appropriate support is put in place so that children are able to access the visit to its full extent. Pre visits required for new visits if year group has SEND children. 	<ul style="list-style-type: none"> Risk assessments 	Ongoing	All SEND children are able to access all visits during their time at our school.
Ensure all children feel safe and involved at playtimes/lunchtimes	SENCO Nurture TA Lunchtime Supervisors PE Lead	<ul style="list-style-type: none"> Lunchtime Supervisors and Y4 Play Leaders to encourage children to join in games Staff to monitor and inform Nurture TA if children are not involved. 	<ul style="list-style-type: none"> Training for Y4 Play Leaders Training for Lunchtime Supervisors 	Ongoing	Children feel safe in school – evidenced in survey results from children.
Maintain safe access round the school interior.	Site Technician All staff	<ul style="list-style-type: none"> Ensure all areas are safe and cleared to ensure children are safe and corridors and other areas are clear. Ensure fire exits are not blocked or cluttered. 	<ul style="list-style-type: none"> Time for daily visual inspection 	Ongoing	There is safe access and exit throughout school.
Make effective use of the Sensory Room	SENCO	<ul style="list-style-type: none"> Children to use the Sensory Room for regulation. Staff taught how to use the sensory trail. 	<ul style="list-style-type: none"> Sensory Room 	Ongoing	Children will have opportunity to regulate themselves. Children will be calmer afterwards and will be able to rejoin their class.

3: Information

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on school website to check accessibility for parents.	Headteacher Assistant Headteachers SENCO	<ul style="list-style-type: none"> Ensure documents are accessible to everyone using commonly known vocabulary. School office staff to be aware of parents who may need support in accessing materials and assisting with this. 	<ul style="list-style-type: none"> Staff Time 	Ongoing	All parents will be aware of what is happening at school via the website.
Ensure we are meeting the needs of all pupils.	Headteacher Assistant Headteachers SENCO	<ul style="list-style-type: none"> Pupil questionnaires Parent Questionnaires Questionnaires for parents of children with SEND 	<ul style="list-style-type: none"> Staff Time 	Summer 2024	Feedback is use to inform future priorities and school improvement.
Availability of written material in alternative/adapted formats.	Headteacher Assistant Headteachers SENCO	<ul style="list-style-type: none"> All staff and parents aware that they can request information in alternative formats. 	<ul style="list-style-type: none"> Translation costs if school not able to amend. 	Ongoing	Written information is available in alternative formats and languages on request. SENCO aware of how to access support from Local Authority on alternative formats.

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and Headteacher. The next scheduled review date for this plan is December 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.