

Pimlico Primary – ACCESSIBILITY PLAN



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ACCESSIBILITY PLAN

A. OVERVIEW

Pimlico Primary strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

B. SCOPE OF THE PLAN

This plan covers all three main strands of the planning duty:

C. IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOL

Currently at Pimlico Primary all pupils can access the curriculum regardless of disability. The school building has considered the need for access to all. There is lift access to all floors.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, curbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting and blinds.

In the event of an evacuation consideration has been given to the needs of individual children and their specific needs. During a Fire evacuation the lift would not operate therefore plans to evacuate any pupil or staff member who would normally use the lift are in place. This is a Personal Emergency Evacuation Plan (PEEP).

Physical aids to access education cover things such as IT equipment, enlarged computer screens and keyboards, concept key boards, switches, suitable desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as specialist pens and pencils.

The provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school.

For example, a student with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

D. INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM

The curriculum is carefully designed to meet the needs of all learners and ensure all pupils access a broad and varied curriculum. No pupils cannot access learning at Pimlico Primary. This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling and access to resources.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the needs of individual pupils.

E. IMPROVING THE DELIVERY OF INFORMATION TO PUPILS WITH DISABILITIES

Any pupils requiring additional support are clearly identified on entry to Pimlico Primary. Those requiring specific support with communication are known by staff so their needs can be met in lesson. This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats and large print and the provision of information orally, through lip speaking or sign language, through a recognised symbol system or IT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

F. AIMS

Pimlico Primary aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- i. having high expectations of all pupils
- ii. finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- iii. planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- iv. setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- v. devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- vi. planning the physical environment of the school to cater for the needs of pupils with disabilities
- vii. raising awareness of disability amongst school staff through training
- viii. providing training for staff in dealing with pupils with disabilities
- ix. providing written information for pupils with disabilities in a form which is user friendly.

G. MONITORING

Pimlico Primary recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor:

- i. Admissions
- ii. Attainment
- iii. Attendance
- iv. Rewards
- v. Sanctions
- vi. Exclusions
- vii. Selection & recruitment of staff
- viii. Parents attending progress meetings
- ix. Parents' involvement in the life of the school (representation on the Parent Teacher Association, school productions, sports day etc.)