



## PINNACLE SCHOOLS FEDERATION ACCESSIBILITY PLAN POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher</i>
<b>Date of Ratification</b>	<i>24<sup>th</sup> May 2021</i>
<b>Ratification Group</b>	<i>FGB</i>
<b>Review Frequency</b>	<i>Three-yearly</i>
<b>Review Date</b>	<i>May 2024</i>

### Equality Impact Assessment (EIA) Part 1: EIA Screening

<b>Policies or Procedure</b>	Accessibility Plan Policy	<b>DATE:</b>	29/03/21
<b>CARRIED OUT BY:</b>	Kate Bashford	<b>APPROVED BY:</b>	Mike Riches

#### Groups that may be affected:

<b>Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)</b>	Existing or potential adverse impact	Existing or potential for a positive impact
<b>Age</b> (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	No impact	
<b>Disability</b> (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	No impact	
<b>Gender reassignment</b>	No impact	
<b>Marriage and civil partnership</b>	No impact	
<b>Pregnancy and maternity</b>	No impact	
<b>Race</b>	No impact	
<b>Religion and belief</b> (practices of worship, religious or cultural observance, including non-belief)	No impact	
<b>Gender identity</b>	No impact	
<b>Sexual orientation</b>	No impact	

Any adverse impacts are explored in a Full Impact Assessment.

## Pinnacle Schools Federation

### ACCESSIBILITY PLAN

Updated: April 2021  
Completed by Mike Riches (Executive Headteacher), Christine Wilson (SENCO)

#### PHYSICAL ACCESS

Target	Action	Timescale	Outcome
To provide an accessible environment for all stakeholders with physical disabilities to all areas of the school.	Use Appendix 1 to review and audit physical access.	Once per year, February	All stakeholders have full physical access to the school building and grounds.
	Identify spaces which may need modifying then plan and budget for this.	Once per year, February	
	Declutter all areas of the school to provide accessibility.	Ongoing	
	Update the Full Governing Body on progress and works carried out.	Once per year - May	

## CURRICULUM ACCESS

Target	Strategy	Timescale	Outcome
To provide high quality learning experiences for children with specific learning needs.	Use Appendix 2 to review and audit curriculum access.	Once per year, February	
	SENCO to observe dyslexic and dyscalculic children to identify whether strategies are being used effectively.	Twice per year, March and September	
	Carry out learning walk to identify whether classrooms are conducive to learning for children with additional needs.	Once per year, November	
To provide high quality differentiation in order to meet the needs of all learners, ensuring appropriate challenge for all.	Subject leaders and HT to review quality of differentiation through termly book scrutiny in English and maths.	Six times per year	
To provide equal opportunities for the 'wider curriculum' for children with SEND, e.g. clubs, school visits etc.	Monitor uptake of clubs for SEND and disadvantaged children. Carry out pupil conferencing to identify any additional club needs which would be accessible. Invite children who do not participate to join specific clubs or suggest modifications which are more suitable.	Three times per year	

## ACCESS TO INFORMATION

<b>Target</b>	<b>Strategy</b>	<b>Timescale</b>	<b>Outcome</b>
To provide information to parents and carers in a suitable way which meets their needs.	Use Appendix 3 to review and audit access to information.	Once per year, February	All parents and carers have access to information in a format which meets their needs.
	Include statement on the website / newsletter which informs parents how they can access information in different formats.	July 2019	

Appendix 1

**Is Iron Acton CE VC Primary School designed to meet the needs of all pupils? – Building**

Questions:

Question	Yes	No	Comments
Do the size and the layout of areas – including all academic, sporting, play, hall and IT suite allow access for all pupils?		✓	Upstairs classroom not accessible – limited change possible. Top section of playground needs more appropriate ramp – planned for summer 2021.
Can pupils/staff that use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and shower?		✓	Top section of playground needs more appropriate ramp – planned for summer 2021. Front door not accessible and needs ramp – planned for summer 2022. No shower facilities available.
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuations systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓	
Are all areas to which pupils have access well lit?	✓		
Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓		This would be looked at in more detail if required.
Is furniture and equipment selected, adjusted and located appropriately?	✓		Some further decluttering required.

Appendix 2

**How does Iron Acton CE VC Primary School deliver the curriculum?**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		
Are your classrooms optimally organised for disabled pupils, for example furniture layout, acoustics, blinds, signage, and decorative colours?	✓		Some areas are small and less accessible. Some further decluttering required.
Do lessons provide opportunities for all pupils to achieve?	✓		
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?	✓		
Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate to pupils with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all pupils, irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		If this was not the case, measures would be put in place to support a member of staff as required.
Do staff seek to remove barriers to learning and participation?	✓		

Appendix 3

**How does Iron Acton CE VC Primary School deliver materials in other formats?**

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
Do you provide information in simple language, symbols, large print, coloured paper, acetates, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, for example by reading aloud-overhead projections and describing diagrams?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

Appendix 1

**Is Hawkesbury CE VC Primary School designed to meet the needs of all pupils? – Building**

Questions:

Question	Yes	No	Comments
Do the size and the layout of areas – including all academic, sporting, play, hall and IT suite allow access for all pupils?	✓		
Can pupils/staff that use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and shower?	✓		
Are pathways around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuations systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓	
Are all areas to which pupils have access well lit?	✓		
Are steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓		This would be looked at in more detail if required.
Is furniture and equipment selected, adjusted and located appropriately?	✓		

Appendix 2

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Do staff recognise and allow for the mental effort expended by some disabled pupils, for example lip reading?	✓		
Do staff recognise and allow for the additional time required by some pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	✓		
Do you provide access to computer technology appropriate to pupils with disabilities?	✓		
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Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		