



## PINNACLE SCHOOLS FEDERATION ACCESSIBILITY PLAN POLICY

<b>Author/Person Responsible</b>	<i>Executive Headteacher</i>
<b>Date of Ratification</b>	<i>13<sup>th</sup> May 2024</i>
<b>Ratification Group</b>	<i>FGB</i>
<b>Review Frequency</b>	<i>Three-yearly</i>
<b>Review Date</b>	<i>May 2027</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: May 2024

Completed by Mike Riches (Executive Headteacher), Christine Wilson (SENCO)

#### PHYSICAL ACCESS

Target	Action	Timescale	Expected 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	Action	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	All children will additional needs have access to a high-quality ambitious curriculum which is adapted where required to meet their needs.
	SENCO to observe children with SEND to identify whether agreed strategies are being used effectively.	Once per year, November	
	Carry out learning walk to identify the extent to which classrooms are conducive to learning for children with additional needs.	Once per year, March	
To match teaching and learning to individual needs of children.	Subject leaders and HT to review appropriate match of teaching and learning to need through book scrutiny in English and maths.	Three times per year	Children with additional needs are challenged appropriately in their learning. They make expected or better than expected progress from their starting points.
	SENCO to carry out pupil conferencing each year to understand children's perspective of teaching and learning and how it matches their needs.	Once per year, April	
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. Monitor representation of children with SEND on school teams, e.g. school council / worship warriors / wellbeing. 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	All children have access to wider curriculum opportunities. Barriers to inclusive participation are reduced where possible.
To promote understanding amongst the school community	Teach children about neurodiversity and disability through the No Outsiders programme.	Ongoing	All members of the school community have a greater understanding of diversity which leads to an inclusive approach.

of different additional needs and disabilities.	Purchase resources, including books which celebrate SEND differences.	Once per year, January	Children with SEND feel welcome and included in school life.
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## ACCESS TO INFORMATION

Target	Action	Timescale	Outcome
To provide information to all stakeholders in a suitable way which meets their needs.	Use Appendix 3 to review and audit access to information.	Once per year, February	All stakeholders have access to information in a format which meets their needs.
	Provide translated materials / translator to families who are unable to access the English language.	Ongoing	Families with EAL are able to access school information fully.

Appendix 1

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

Questions:

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
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?			
Is furniture and equipment selected, adjusted and located appropriately?			

Appendix 2

**How does Iron Acton Primary School / Hawkesbury Primary School deliver the curriculum?**

Question	Yes	No	Comments
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?			
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?			
Do staff seek to remove barriers to learning and participation, including for extra-curricular activities?			

Appendix 3

**How does Iron Acton Primary School / Hawkesbury Primary School deliver materials in other formats?**

Question	Yes	No	Comments
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?			
Do you ensure that information is readily available to members of the school community who do not speak English?			