



Accessibility Plan 2020

Purpose of the Plan

Preston Hedge's Primary School is an inclusive school and recognises that each and every child has the right to an education which enables them to reach their potential through access to our creative curriculum. Our whole school values promote equality and therefore we ensure that all children, despite their individual needs, are supported and challenged to achieve the highest outcomes. The core values of mutual respect are central to our ethos and are therefore actively promoted through our curriculum. Through this, we aspire to raise the confidence of each child, by celebrating their achievements and success in the school community.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to ensure that disabled learners can access the curriculum and that their needs are met through differentiation, access resources and adaptation of the environment. The Governing Body are committed to ensure this provision extends to visits, visitors and extra-curricular activities. This commitment extends to the school community and therefore we support people with disabilities to gain access to our school without discrimination. As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Our School Building

Preston Hedge’s Primary School’s building and playground is accessible for wheelchair users. There are three designated disabled parking spaces available close to the school’s main entrance and there are also two disabled toilet facilities available. There are no external steps to access the building or playground. We provide a ramp to access the Library bus.

Accessibility Plan 2020

Targets	Strategies	Outcome	Timeframe	Goals Achieved 2021 Review
To ensure that the learning needs of any disabled pupils are met swiftly when they enter our school.	Senco to work in partnership with the LEA and parents to understand the needs of the child before joining school. Staff receive relevant training to be able to meet the needs of the pupils in our school. School Leaders, Senco and Site Supervisor liaise with agencies to ensure the effective adaptation of the environment to meet the needs of the child and or member of our school community. An audit of the school will be completed annually to ensure that the school continues to be accessible.	The child is able to access the curriculum from the moment they become a pupil at Preston Hedge's Primary School	Relevant to each individual need.	
To ensure that all children are able to access after school clubs, trips and residential visits.	Senco and the class teacher to work in partnership with the LEA and parents to understand the needs of the child, to ensure that we can meet them beyond the realms of the classroom. Senco to liaise with the residential establishment or facilitator for trips.	Parents, School and the child are confident in the arrangements, which enables the child to access the extra-curricular opportunities safely.	Ongoing (Annual)	
To ensure that all parents who are unable to attend school, due to a disability can access parents evenings, and other parental engagement opportunities.	Class teachers to communicate with parents to establish the preferred method from beginning of the academic year to ensure parents have the opportunity to discuss the progress of their child and be involved in school life.	All parents are able to easily communicate and be informed of their child's progress.	Ongoing	
To ensure that adaptations are made to the school environment to meet the needs of all pupils.	Senco to work in partnership with the LEA and teachers to ensure that the environment is accessible to all pupils.	All children are able to access the indoor and outdoor environment.	Ongoing	