



Pulford V. A. Lower School

Accessibility Plan Plan covers September 2021-24

If you require this plan in a different format or font, please ask.

Purpose of the Plan

The purpose of this plan is to show how Pulford Lower School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if she or he has a physical or mental impairment that has substantial or long-term adverse effect on his or her ability to carry out normal day – to – day activities.

Legal Background

The SEN and Disability Act 2001 and the Disability Discrimination Act 2005 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2010 the Equality Act outlaws discrimination by schools and LA's against either the current or proposed disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage such as improving the delivery of information which is provided in writing e.g. worksheets, fonts, coloured paper, timetables, textbooks information about school events.
3. To plan to increase the extent to which disabled pupils can participate in the school curriculum, which includes the wider curriculum of the school such as participation in after school clubs, leisure or cultural activities or school visits.



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4. To make improvements to the environment of the school to increase the extent to which disabled pupils, can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education). This of course also includes physical access to the school environment for disabled staff and parents as well as pupils. The school works closely with other organisations such as the hearing and visual impairment teams, disability social workers etc. and acts upon advice regarding equipment and room furnishings.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually at Governors meetings. The School Improvement Plan is an important document, which sets forth the school's action points over the short and long term.

The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

The School's Context

We are a Church of England VA Lower school for boys and girls age range 2+yrs to 9. Due to the nature of our site on four levels the Leadership Team and Governors are aware of the difficulty that these may cause people with certain disabilities and have made great efforts over the last few years of building expansion and development to address these. The majority of outside doors are now accessible by a ramp. There are three disabled toilets one in the 3+, one in the main school and one in the Key Stage 2 block. The 3+ has two stories with a staircase and the Pre-school Lead's office is accessed only by stairs. However, alternative rooms are available for meetings, which are accessible on one level. All of the school grounds are accessible, although the new tarmac path does not continue all the way into Forest School. The pond has a wheelchair accessible viewing point. There is a parking space reserved for disabled visitors within the school grounds.



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The Current Range of Disabilities within Pulford Lower School

The school has children with a range of disabilities, which includes moderate and specific learning difficulties. The [Equality Act 2010](#) describes a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.”

Mental impairments include autism and ADHD. The school has a range of medical needs such as Cystic Fibrosis, Cerebral Palsy, epilepsy, visual or hearing impairment, joint hyper-mobility, allergies, and asthma inhaler users. All medical procedures are covered in the First Aid and Medical policies. The school has a well-equipped First Aid Room. The school has many members of staff with First Aid and Paediatric First aid certificates, which are kept up to date with regular training. The School Nurse writes medical care plans and is invited to staff meetings to update staff as necessary. One pupil currently uses a wheelchair/walker. The school has several staff, parents, grandparents and siblings who are wheelchair users or have mobility difficulties. The school operates an open door policy and encourages parents to come to us with any difficulties informally, formally or through forums such as ‘Parent think tank’. Should a child join school with a disability they are encouraged to make contact with the school in good time to discuss their needs. An application to Central Beds Council would be made if necessary, or the Diocese, to access funding for equipment etc. The school currently has a Phonak Soundfield system in use.

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Targets	Strategies	Outcome	Achieved?
To ensure that the Accessibility Plan becomes an annual agenda item at FGB meetings	Clerk to Governors to add to list for FGB meetings	Adherence to legislation	Annually
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going



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<p>To ensure that all necessary staff are trained in the use of epipens, nebulisers; use of OT equipment; Soundfield equipment etc</p>	<p>Staff meetings and training days as necessary</p>	<p>Staff are able to meet children's needs as necessary according to care plans.</p>	<p>As necessary. The school nurse team provide regular training opportunities.</p>
<p>To ensure that the Resources sub-committee review changes and improvements and responds to needs</p>	<p>To source funding in order : To widen Oak class playhouse door to enable walker access. Phase 1 - To create a ramp from Oak to the Hall. To lower the step to the hall to allow wheelchair access. Phase 2 - To provide a wheel chair ramp from Key Stage One to the playground.</p>	<p>By the end of '21 the school should have a new ramp following the LMS fence from Oak class to the hall. By the end of '23 the school should have a ramp from KS1 to the playground, and an outdoor canopy over the KS 1 play area to increase accessibility to outdoor learning.</p>	<p>Play house door has been widened. Monitor building progress for ramp phase 1 and funding stream for phase 2.</p>
<p>To ensure that the views of disabled pupils and staff and parents are sought before building is undertaken.</p>	<p>Parents and staff are consulted individually; invited to open evenings to scrutinise plans and make suggestions; Parent think tanks are used to canvas parent opinion.</p>	<p>Wider and individual consultation</p>	<p>Regular occurrence.</p>



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To ensure that parents who are unable to attend school open evenings through disability have access to teachers	Staff to send information home or hold telephone/virtual conferences	Parents are updated with their child's progress	Termly.
To ensure that this plan is available to parents	Put the Plan on the website annually after approval by governors	Governors agree Plan and it is scrutinised annually by the SLT and ratified every three years or sooner as the need arises.	Annual scrutiny and every three years plans are ratified by the governors.

This plan should be read in conjunction with the Disability Equality Policy; The Equal Opportunities Policy; the First Aid Policy; The Medical Policy; The Learning Support Policy. It will be reviewed every 3 years – next due September 2024.

Plan endorsed by the Governing Body on

SignedChair of the Governing Body

Equal opportunities

All young people will be treated equally, regardless of disability, race, creed or gender.

The policy will be applied regardless of culture, faith or belief.