



Potten End Church of England Primary School

Potten End Church of England Primary School Accessibility policy and plan

Policy Review

This policy was agreed by the Governing Board on 20th March 2024

It is due for review on March 2027

Signature

Date

Head Teacher

Signature

Date

Chair of Governors



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Rooted in faith, we nurture, grow and flourish
Parable of the mustard seed (Mark 4:30-32)

Vision and Values

Our vision is to enable children to nurture, grow and flourish by creating a safe, enjoyable and inclusive learning environment that nurtures individuality and enhances potential so children become successful members of our British and global society.

Aim

Potten End CE school is committed to promoting equality and celebrating diversity within the school and wider community. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with a disability can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with a disability.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The Equality Act 2010

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

Under the Equality Act 2010, protection from unlawful discrimination is



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provided to the following nine Protected Characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race, colour, nationality, ethnic or national origin
- Religion or belief
- Sex
- Sexual orientation

Definitions

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The Equality Act sets out the different ways in which it is unlawful to treat someone, such as direct and indirect discrimination, harassment, victimisation and failing to make a reasonable adjustment for a person with a disability.

Direct discrimination

An education provider must not treat a pupil less favourably simply because of their disability. For instance, they cannot refuse admission to applicants because they have a disability.

Indirect discrimination

An education provider must not do something for all pupils which would have a negative effect on students with a disability, unless they have a genuine reason.

Discrimination arising from a disability

An education provider must not discriminate against a pupil because of something that is a consequence of their disability. For example, they cannot stop a pupil with a disability going outside at break time because it takes them too long to get there.

Harassment

Education providers must not harass pupils because of their disability.



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The School's Context

Potten End CE Primary School is a mainstream school for boys and girls aged between 4 and 11 years of age. The school comprises of two school buildings. All classrooms, main areas of the school and toilets are accessible to all people.

This policy sets out the proposals of the Governing Board to increase access to education for pupils with a disability:

1. Increasing the extent to which pupils with a disability can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services;
3. Improving the delivery of information to pupils with a disability in a language they can access (for example, translated into a different language or braille)

Our Aim is for all pupils, irrespective of ability or disability to have:

- Full access to the curriculum
- Full access to the physical environment
- Full access to information

Making adjustments

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil faces in comparison with pupils who do not have a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Potten End CE Primary will make reasonable adjustments to ensure that pupils with a disability are not discriminated against. Making reasonable adjustments could include:

- Changes to practices or procedures
- Changes to physical features
- Changes to how learners are assessed
- Providing extra support and aids (such as equipment)

Potten End CE School's Commitment

Our commitment to equality for those with a disability will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights and dignity
- Promoting positive non-discriminatory behaviour



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- Ensuring appropriate support and inclusion for individuals with a disability within the school
- Promotion of opportunities for children to reach their full potential.
- Ensuring representation of a wider range of diversity within our curriculum and school community
- Encouraging links with the wider community

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff. To achieve this we will ensure that:

- All staff have the necessary training to teach and support pupils with a disability
- All children are fully engaged within the learning environment of the classroom
- All members of the community have equal opportunities to access the school premises and relevant information
- All new building works conform to accessibility guidelines

All pupils, regardless of their needs, will have access to the curriculum and every aspect of school life. The curriculum will be adapted appropriately to support and remove barriers to meet the needs of all our pupils so that they can achieve their very best.

Supporting Staff Disabilities

The governing board also recognises its responsibilities towards employees with disabilities and have delegated to the Headteacher the responsibility to provide appropriate support and provision for employees with disabilities, to ensure that they are able to carry out their work effectively without barriers wherever possible.

Potten End CE School's Accessibility Plan can be found in appendix 1 below



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Potten End CE Primary School's Accessibility Plan 2024-2025

At Potten End CE primary we are working towards 3 targets to support better accessibility into the school:

1. Improving Participation in the Curriculum
2. To improve the physical environment of the school
3. To ensure that parents and pupils who have a disability have sufficient access to the school and information

To ensure that parents and pupils who have a disability have sufficient access to the school and information					Review
Target	Action	Timescale	Responsibilities	Success Criteria	Outcomes/End of Year Review
Disability parking bay added to the school's parking facilities	Paint a new disabled parking bay in the school carpark near to the gate so that it does not limit normal parking	May 2026	Head Teacher and site manager	Disabled parking bay is installed (Estimated cost: £600)	
Ensure there are ramps available for access to steps into classrooms and in the hall	Purchas ramps that can be stored to be used when needed	May 2025	Head Teacher and site manager	Ramps in place	
Paper copies and support to complete paperwork for parents	SENCO to hold regular meetings with identified families	Ongoing	SENCO	Parents supported	

To ensure pupils with disabilities can participate in the school curriculum					Review
Target	Action	Timescale	Responsibilities	Success Criteria	Outcomes/End of Year Review
To ensure all classrooms are optimally organised for children and young people.	SENCO to complete regular informal 'drop ins' to audit classroom inclusiveness. Completion of Hertfordshire SEND toolkit Inclusive teaching observation checklist (pg116-119) to identify individual classroom strengths and areas of improvement. Use SEN need specific checklists to support individual needs e.g dyslexia friendly classroom.	Ongoing	SENCO	Classrooms and class teachers will remove potential barriers to learning in the classroom environment. Children with SEND will show increased independence in supporting themselves in their learning environment.	
Staff working alongside children with ASD and autism are appropriately skilled to provide the best possible support	SENDSCO to review training profile of SEND team and identify gaps Training provided where gaps are present	July 2024	SENDSCO	All staff who work with children with ASD and autism have received appropriate training	
To increase staff awareness of the mental effort expended by some to access the curriculum.	Further training and understanding of strategies to support SEN needs that fall under 'Cognition and Learning' e.g. Specific learning difficulties and moderate, severe and profound learning difficulties. • Further training and understanding of strategies to support SEN needs that fall	Termly until July 2026	SENDSCO/SLT	All staff will demonstrate increased understanding of the mental effort expended by some of our students and strategies to support them. Children's individual SEND support plans will list more specific targeted	



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	under 'Communication and Interaction' e.g. Developmental Language disorder and auditory processing disorder			strategies.	
To increase inclusion within PE through appropriate scaffolding and targeted support.	Individuals and groups of children with SEND who would benefit from enhanced PE support to be identified. TA time to be allocated to PE lessons based on needs within cohorts. PE lead to support staff with effective deployment of TA time.	July 2025	PE Lead SENCO	Children with SEND will demonstrate improved motor skills. Children with SEND will actively partake more in PE lessons. Pupil voice will show children with SEND have a higher level of enjoyment in PE.	

To improve the physical environment of the school for disabled children and young people					Review
Target	Action	Timescale	Responsibilities	Success Criteria	Outcomes/End of Year Review
Ensure that children with disabilities can access all areas of the school site	Individual risk assessment for child Regular meetings with parent Ensure all staff are informed of the child's plan and risk assessment Designated adult to support the child Agreed plan put into place to support child's needs Discuss risk assessment/action plan with parents of child with SEND.	Ongoing	SENCO	Child can access all areas of the school (with support)	
Tactile signage used to assist people/children in the school building	Use large font signs (e.g. for emergency fire exits etc).	Ongoing	SENCO	Picture and prompts will be around the school. This will support children who require visual prompts access all areas of the school	
Ensure access for all SEND children at after school clubs and reasonable adjustments are made to enable participation	Audit SEND children use of clubs and extended services. Risk assessments put in place if needed	July 2026	SENCO HEAD	Increased access of SEND children at after school clubs.	