



Princes Primary School

Accessibility Policy and Plan

Completed March 2025 - Review March 2028

Section 1: Vision Statement

This policy reflects the values and philosophy of Princes School in relation to accessibility. It sets out a framework within which teaching and non-teaching staff can operate. It is a requirement of the Equality Act 2010 for schools to have an accessibility plan. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

Key Objective

Princes Primary School has adopted this accessibility plan in line with the school's Equality Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This accessibility plan forms part of the school's approach to meeting the needs of all our pupils. The plan should be read in conjunction with the Equality policy and SEN information report and shall be published on the school's website. The school's publication of equality information and objectives explains how we aim to ensure equal opportunities for all our students through increased access to the curriculum, improving the physical environment at the school and enhancing the availability of access to information. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Definition of Special Educational Needs

In this plan, 'special educational needs' refers to a learning difficulty or disability that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of Special Educational Provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age in mainstream.

School Values – Relish the Moment

We are committed to:

- an inclusive approach to teaching and learning to ensure equity of opportunity for all pupils ensuring that everyone gets what they need in order to improve the quality of their situation.
- providing a positive, stimulating child centred learning environment, where everyone is valued and respected
- promoting the personal qualities of individuals so that they achieve and contribute to their highest level

- sustaining a high quality of teaching and learning standards
- promoting learning as a lifelong process involving a wide community of people, including parents/carers.

Context of the School

Princes Primary School has two sites, as well as two satellite sites based at local mainstream schools.

Both sites are single storey buildings. There are no steps or stairs on the school sites. All doors are wide enough to accommodate a wheelchair passing through. On the Selborne Street site there are disabled toilets in both the main school building and in the pool building also, with disabled shower access at the pool building. There is a disabled toilet in the reception of the Picton site.

The outdoor areas of both school sites are flat and again have no steps. The school makes careful consideration to the layout of the classroom areas, considering the pupils in each particular class and ensuring that appropriate furniture and/or resources are in place and that the seating arrangements are appropriate for the individual pupils, considering physical position in relation to the teacher or physical considerations related to posture and requirements for specialist seating.

This policy will be reviewed on a 3 yearly basis. It is the responsibility of the Headteacher. It will be ratified by the full governing body. The plan will be reviewed regularly, and actions undertaken to address any identified issues.

Focus Areas of the Plan

Curriculum and all education related activities

The school provides all pupils with a broad and balanced pathway curriculum which is differentiated and adjusted to meet the individual needs of all of the pupils and their preferred learning styles and requirements. The school will work with LA services and other external professionals that can support to ensure that each child receives the appropriate support to reduce / remove barriers to learning.

Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

The school will take account of the needs of pupils and their visitors with physical difficulties and sensory needs when planning and undertaking future work to the fabric of the school and refurbishments of the site and premises. This includes improved access, lighting, appropriate colour schemes and ensuring provision of accessible facilities, services and fittings. The fabric of both sites is extremely poor. Careful consideration is given to future works, as there is a strong possibility of better accommodation in the next two years. Architects have been commissioned to produce a plan up to RIBA stage three.

Improving the availability of accessible information to disabled pupils

The school will continually strive to improve the delivery of written information to pupils considering cognitive ability / reading ability. Additionally, we shall continue to work with local services for providing information in alternative formats when required or requested. The school's website and parental communication app have an inbuilt function that will change the language on request.

Training

The school will provide all staff with the appropriate training to equip them with the knowledge and skills to undertake their role to provide high quality and individualised educational provision to every pupil including, meeting all aspects of need (education, health and social).

Supporting Partnerships

The following agencies will help develop and implement the plan:

- Health and Safety Team
- SEN team
- HI / VI Services
- OT, SALT and Physio Services
- Safeguarding Team

Section 2: Accessibility Plan Audit – Identifying Barriers to Access

1. Organisational

	completed / good practice in place	in progress	under review	not yet addressed
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓			
Preparation for entry into the school and transition (resources and procedures)	✓			
Grouping of pupils (to meet individual needs)	✓			
Behaviour Policy	✓			
Educational visits (Policy and practice)	✓			
Arrangements for working with other agencies	✓			

2. Attitudinal

	completed / good practice in place	in progress	under review	not yet addressed
Do all teaching and non-teaching staff have the necessary training to teach and support disabled pupils?	✓			
Do staff recognise and allow for the possible additional effort expended and time required to process information and undertake tasks?	✓			
Are there high expectations for all pupils?	✓			
Do staff all seek to remove all barriers to learning and participation?	✓			
Is the curriculum accessible to all pupils?	✓			
Are all relevant policies in place and reviewed regularly?	✓			
Do staff model inclusive attitudes and behaviours at all times?	✓			
Are pupils encouraged to develop effective relationships with their peers and make positive interactions?	✓			

3. Curriculum Access

	completed / good practice in place	in progress	under review	not yet addressed
Do all lessons provide opportunities for pupils to achieve?	✓			
Are activities linked to pupil's diversity?	✓			

Do lessons involve work to be done by individuals, pairs, groups and the whole class (where appropriate)?	✓			
Are all pupils encouraged to take part in arts and physical education-based activities? Are they intrinsically motivated?	✓			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities?	✓			
Do all pupils have access to IT for curriculum or communication purposes?		✓		
Is classroom organisation reflective of all pupils needs?	✓			
Is Teaching and Learning reflective of all pupils need?	✓			
Do assessment methods appropriately assess pupil's achievement and attainment?			✓ School are currently working with software developers to produce our own assessment system	

4. Physical Access

	completed / good practice in place	in progress	under review	not yet addressed
Are classrooms optimally organised for disabled pupils?	✓ As much as the building allows			
Does the size and layout of all rooms and areas across the school site allow access for all pupils			✓ Some areas of the building are unsuitable for certain cohorts	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?			✓ Older parts of the building can be difficult to access for wheelchair users to access	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?			✓ There is a pedestrian pathway, but parking arrangement are limited. There are no disabled parking bays.	
Are emergency and evacuation systems set up to inform ALL pupils with SEN and	✓			

disabilities; including alarms with both visual and auditory components?				
Could any of the décor or signage be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			✓ The layout of the building is extremely confusing due to historical structural work. Solutions are limited.	
Are areas to which pupils should have access well lit?	✓			
Are steps made to reduce background noise for hearing impaired pupils/autistic pupils such as considering acoustics and noisy equipment?	✓			
Is furniture and equipment selected, adjusted, and located appropriately?	✓			
Is access to school's facilities across the site inclusive?			✓ Some areas of the building are not suitable for more complex learners.	
Are physical activities accessible by all pupils?	✓			
Are there clear plans for emergency procedures?	✓			
Are breaks and lunchtimes appropriately supervised?	✓			
Does the school provide school meals that meet dietary needs and in an accessible way?	✓			

5. Information Access

	completed / good practice in place	in progress	under review	not yet addressed
Do you provide information in simple language, symbols, large print etc for pupils / 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 e.g. by reading aloud, use of interactive whiteboards etc?	✓			
Do you have the facilities such as ICT to produce written information in different formats?	✓			
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓			

Section 3: Aims / Objectives & Plan

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims. This is based on the audit completed.

	current good practice	objectives	actions to be taken	person responsible	date to complete actions by
Increase access to the curriculum for pupils with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. A highly personalised approach through a pathways model. High quality multi-agency working supports delivery. Individual pupils EHCP targets are being met.	<p>To ensure that the school and staff remain abreast of IT developments and opportunity within education and provide these opportunities for all pupils and staff through our IT strategy.</p> <p>To ensure appropriate IT is harnessed to support development of pupil's communication skills.</p>	<p>Implementation of the school's IT strategy to be successfully embedded; including roll out of new technology across all aspects of school. This includes curriculum and administration resources and infrastructure. Appropriate training to be provided to all staff. When required, staff to be trained in use of new technology to support communication development e.g., AAC devices.</p>	<p>Maxine Cooper Lois McConnell Dave Harrison</p>	Ongoing
		<p>To continue to review the new curriculum to ensure pupils continue to make excellent progress towards aspirational targets.</p>	<p>Ensure the effectiveness of the new curriculum model. Where required, update the curriculum overview, intent document policies and procedures to ensure curriculum is accessible to all learners</p>	<p>Jodie Hudson Emma McCormick</p>	Academic year 25 / 26
Improve and maintain access to the physical environment	The school environment is fully accessible for all pupils. Supported by multi-agency working and assessment. Regular risk assessments completed on all aspects of the physical environment	<p>To ensure that whenever works are undertaken at the school that there is consideration of whether access could be further improved.</p> <p>To continue to press the LA for better facilities / accommodation.</p>	To work as appropriate with contractors / surveyors / planners to evaluate access if works are undertaken.	<p>SLT Health and safety committee</p> <p>Governors</p>	Ongoing