



Peafield Lane Academy

Accessibility Plan- 2023-25

Next Review September 2025

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1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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. Peafield Lane Academy is a Mainstream Primary School, which caters for a wide range of needs. This includes pupils with identified special educational needs, and those who have a specific medical need or disability. ‘Looking back with pride and forward with confidence’ underpins everything that we do and alongside our C.A.R.E values (Citizenship, Aspiration, Responsibility and Enjoyment) helps all our children to achieve the best that they can in all areas of their learning.

Staff know the children, their background, their needs, achievements, social contexts, individual journey and this enables a personalised approach to learning stretching beyond the classroom. Inclusion at Peafield Lane Academy is always a priority and bespoke provision is planned for and provided to ensure that the needs of all our children are met in line with the principles outlined in our SEND policy.

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, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

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](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. **Access to the curriculum** 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

- Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.
- Create effective learning environments for all pupils.
- Increase provision for pupils identified as having Autism
- Ensure that information about the needs of pupils is shared effectively throughout school.
- To make information on the schools SEN policy and local offer accessible for parents.

The table below sets out how the school will achieve these aims.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Additional adult support - meet the diverse needs of pupils with medical conditions. • Staff receive appropriate training as appropriate to legislation and need. • Strong partnership with parents is part of the schools ethos, to ensure children attend and achieve in school. • Strong celebration culture around diversity and difference is embedded into the curriculum 	<ul style="list-style-type: none"> • All children will attend regularly. • Equality for all - safe happy valued children. • Enjoyment and empowered to learn. • Inclusive technology adopted. • Additional funding in place • Specialist equipment used to 	<ul style="list-style-type: none"> • Staff CPD where appropriate. • Medical plans in place and updated. • Continue to monitor the use of ICT by pupils with needs and provide additional support where necessary. • Educational visits/ sch events to be planned with inclusivity in mind. • PE specialists aware of pupils with additional needs. 	<p>Inclusion Team</p> <p>SENDCO</p> <p>Curriculum Lead</p> <p>SLT</p>	<p>Ongoing-termly moderation</p>	<p>Children have equal access to curriculum and facilities.</p> <p>Children feel valued and a celebrated member of the school community.</p> <p>Children can access all areas of the curriculum despite disabilities.</p> <p>Good Attendance</p>

	<ul style="list-style-type: none"> • ICT equipment is available for all pupils with additional needs. • Reasonable adjustments are made to ensure inclusivity where ever possible • Alternative are in place for evacuations 	<ul style="list-style-type: none"> • support individual pupils. • Children achieve age related expectations/ make good progress 				
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • The environment is adapted to the needs of pupils as required. • The school is on one level • Disabled pupils/families have access arrangements for the main entrance, vehicle access and parking. • Outside areas are accessible for all. • The school's corridors width is adequate and accessible. • Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> • Ensure that equal access is in place on the site. • Potential barriers for children, staff and parents are removed where possible. 	<ul style="list-style-type: none"> • Continue to speak to pupils, parents and staff about access arrangements. • Adaptations made on a need's basis. • Ensure that there is a clearly marked disabled parking bay that is left clear. • Daily checks of communal areas to be carried out- corridors/toilets/changing areas. 	<p>Inclusion Team</p> <p>SENDCO</p> <p>Site Staff</p> <p>HT</p>	<p>Daily checks, also as appropriate</p>	<p>No barriers to hinder physical access to site.</p> <p>Partnership with parents is evident.</p> <p>Staff, pupils and parents feel empowered.</p> <p>Communal areas are accessible</p> <p>Parking bays remain free and easily accessible.</p>

	The school has suitable disabled toilets and changing facilities.					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Different formats of information available on request e.g. larger font. • A range of options available for information sharing- printed/electronic • Support on request to access information. • Internal signage is displayed throughout of the school. • Pictorial or symbolic representations are used for pupils where appropriate. 	<ul style="list-style-type: none"> • Make parents aware that information can be made available in different formats. • Ensure that options are available for parents. • The school's culture is to support parents and they feel able to access this. • Pupils who require pictorial or symbolic scaffolds have access to this on a daily basis 	<ul style="list-style-type: none"> • On request-letters to be available in large print, on coloured paper. • Office/ Inclusion team to support parents with accessing information when required e.g. support with reading information/completing forms. • The school has the most up-to-date pictorial or symbolic packages in place. 	<p>Office Staff</p> <p>Inclusion Team</p> <p>SENDCO</p> <p>HT</p>	As necessary	<p>All pupils and parents can access information</p> <p>Parents feel that the school's culture and ethos is strong.</p> <p>Internal signage supports accessibility around the school.</p> <p>Children have the necessary pictorial or symbolic package to enable them to make progress.</p>

<p>Provide a wider range of opportunities to support pupils with coordination difficulties or disabilities.</p>	<ul style="list-style-type: none"> • Children are identified and offered specific interventions to meet their need. • Close liaison with health professionals. • Interventions possibilities identified. • Individual physio programs supported. 	<ul style="list-style-type: none"> • Delivery of specific physical/ mobility packages • School to work closely with outside agencies to ensure individual bespoke packages can be delivered. • Liaison with agencies ensure equipment that is required is available. 	<ul style="list-style-type: none"> • Baselines and progress to be monitored. • New equipment identified and purchased. • Equipment is checked for safety and suitability. • Staff training on a need's basis. • Fine/gross motor interventions provided. 	<p>Inclusion Team</p> <p>SENDCO</p> <p>SLT</p>	<p>Weekly</p> <p>Start and end of intervention.</p>	<p>Pupils receive an intervention to meet their area of need.</p> <p>Impact on the progress of children within all areas of the curriculum.</p> <p>Staff are well informed and have the correct knowledge and skills to complete their roles with confidence.</p> <p>Staff are supported with in their roles.</p> <p>Equipment is accessible and safe to use.</p>
<p>Create effective learning environments for all pupils.</p>	<ul style="list-style-type: none"> • Staff are aware of children who have been identified has having a learning difference or specific needs. 	<ul style="list-style-type: none"> • Investigate pupil's learning preferences. 	<ul style="list-style-type: none"> • Ensure consistent use of dyslexia friendly resources throughout school. 	<p>Inclusion Team</p> <p>SENDCO</p>	<p>Ongoing</p>	<p>Leaning differences are identified.</p> <p>Progress is made be children in both</p>

	<ul style="list-style-type: none"> The learning environment underpins positive relationships. The children feel valued. The environment is safe place. 	<ul style="list-style-type: none"> Seek advice relating to learning needs. Continue to screen and investigate pupils preferences. 	<ul style="list-style-type: none"> Ensure that staff are aware that white on black background can cause issues for certain children. CPD for staff is identified and provided. 	SLT		<p>academic and pastoral areas.</p> <p>Soft data supports pastoral progress.</p>
<p>Identify provision for pupils identified as having diagnosis.</p>	<ul style="list-style-type: none"> Staff are aware of children who have a diagnosis Understanding of their unique needs are implemented. 	<ul style="list-style-type: none"> Ensure that provision is in place to meet the needs of children with a diagnosis that requires support. Funding applied for where necessary. Liaison with health professions. Strategies/ Toolkits and criteria shared. Sensory audits completed. 	<ul style="list-style-type: none"> CPD training events provided and encouraged for all staff. Provision is identified for pupils with a diagnosis Support is accessed through SFSS (School and family specialist services) School to access frameworks and toolkits. Sensory audits to inform practice. 	<p>Inclusion Team</p> <p>SENDCO</p>	As appropriate	<p>Children with a diagnosis form part of the school and function well within their environments.</p> <p>Good progress is made by pupils..</p> <p>Staff will have the appropriate training to enable them to meet the needs of all children, especially those with a diagnosis.</p> <p>Staff will feel empowered to use strategies and information to</p>

						<p>support the chn they work with.</p> <p>Funding will enable the school to provide bespoke packages and support.</p>
<p>Ensure that information about the needs of pupils is shared effectively throughout school.</p>	<ul style="list-style-type: none"> • Formal and informal meetings with all members of staff that work with named children. • Regular email contact between class teachers, TAs and the SENCO team. • Transition notes from previous class teacher regarding all pupils. • Information sent from school to school regarding pupils that transfer. • Medical details accessible by all staff. 	<ul style="list-style-type: none"> • Develop and extend the use of SEND Support Plans to record and share information about children identified as having a SEN, disability or specific medical needs. 	<ul style="list-style-type: none"> • Continue to use SEND Support Plans as a method of passing 'quick read' information regarding SEN, disabilities and the medical needs of pupils to all members of staff (including middays and before/after school staff) • To update disability list termly (in line with the SEN register) and share this information with all staff • Health Care Plans updated (or when any significant changes 	<p>Inclusion Team</p> <p>SENDCO</p> <p>SLT</p>	<p>Termly</p>	<p>All staff will have the relevant knowledge to meet the needs of the chn.</p>

			occur) for pupils with medical needs.			
To make information on the schools SEND policy and local offer accessible for parents.	<ul style="list-style-type: none"> Information on the schools SEND provision available- school web site/ Notts help yourself. 	<ul style="list-style-type: none"> To ensure the relevant updates are made to policies and parents can access these. To ensure new parents are signposted to the relevant area of the website. 	<ul style="list-style-type: none"> To update the SEN policy annually and provide opportunities to discuss this with parent on request. Publish the school's local offer on the school website and Nottinghamshire LA local offer website. Policies and SEND information are updated and posted on the school's website. 	SENDCO HT	Annually	SEND information is accessible.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

- Increase site access to meet the diverse needs of pupils, staff, parents, community users and visitors.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	School is all on one level	Disabled pupils to know where safety refuge is in event of FIRE or SITE Evacuation.	Site manager	As new pupils arrive Annual
Corridor access	Corridor access that leads to all classrooms. These being wide enough for disabled access.	Corridors are kept accessible and checked daily	Site manager All staff	Daily
Lifts	None			
Parking bays	Disabled parking bays are available in both the car park.	Ensure staff and visitors do not use these and they are kept clear for Blue Badge Holders.	Site manager	Daily
Entrances	The main entrance is accessible via the front of the school and leads straight to the main reception.	Ensure the main entrance is accessible and the automatic doors are in working order.	Site manager	Daily

Ramps	Single level building, dropped pavements to allow access to main entrance.	Ensure these are kept clear. Maintenance is carried out.	Site manager	Daily
Toilets	Disabled accessible toilets are available in the school hall and in the KS1 building that is accessible for wheel chairs.	To ensure that disabled toilet facilities are in working order and accessible.	Site manager	Daily
Internal signage	The main building has the correct health and safety signage	Ensure in good repair and updates as necessary.	Site manager	Daily
Alarms	The emergency alarms for fire evacuation and internal/ external lock down are in working order and staff are aware of the difference.	Alarms are tested weekly and the staff and children are aware of the different sounds for fire and lock down.	Site manager	Weekly
Emergency escape routes	All emergency exits are apparent and the staff and children are aware of the escape routes.	Annual Fire Safety Check	Site manager All Staff	Annually

Appendix 2: Care needs and safety issues

- To ensure safe evacuation of pupils and staff.
- Pupil's personal care needs are adhered to appropriately.
- Increase diabetes awareness.
- To ensure medication is administered.
- Specific needs/ diagnosis is identified.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
To ensure safe evacuation of pupils and staff	<ul style="list-style-type: none"> • Evacuation plans are in place for fire, internal/ external lockdowns and site evacuations. • All staff and children are aware and familiar with procedures. 	<ul style="list-style-type: none"> • Review Personal Emergency Evacuation Plans (PEEPs) annually and ensure they are copied to relevant staff (including fire safety officers) • Fire and lock down plans are practiced termly. • Site evacuations are discussed with the children. • New staff informed. 	<p>Headteacher</p> <p>All staff</p>	<p>Annual</p> <p>Termly</p>
Pupil's personal care needs are adhered to appropriately	<ul style="list-style-type: none"> • Personal care requirements are highlighted and reviewed regularly and the relevant staff have appropriate training to meet these needs. 	<ul style="list-style-type: none"> • Relevant staff to receive training on safe changing and intimate personal care needs. • Children are highlighted as having a need. • Health care plans are put into place. 	SENDCO	<p>Every 3 months</p> <p>As new pupils arrive</p> <p>Termly</p>

		<ul style="list-style-type: none"> Regular liaison with parents is in place. 		
Increase diabetes awareness.	<ul style="list-style-type: none"> All children with diabetes are highlighted and their needs administered. 	<ul style="list-style-type: none"> Relevant staff to be trained on safe administration of insulin and procedures pertinent to named children 	SENDCO	As new pupils arrive
To ensure medication is administered.	<ul style="list-style-type: none"> The medical needs of all children are highlighted and staff made aware. 	<ul style="list-style-type: none"> Medication and any relevant equipment such as sharp bins are contained securely within a designated area. 	SENDCO Office Manager (First Aid Lead)	As new pupils arrive
Specific needs/ diagnosis is identified.	<ul style="list-style-type: none"> Children who have a medical diagnosis/ need are identified and plans are put into place to meet their needs 	<ul style="list-style-type: none"> Children are highlighted as having a need. Health care plans are put into place. Regular liaison with parents is in place. 	SENDCO	As new pupils arrive Termly Daily