



Accessibility Policy and Plan

Approved by Governors: March 2021

Reviewed date: February 2024

"At PAWS we have an ambitious vision to work in partnerships with families, the church and the wider community to prepare all our children with the knowledge, skills, values and behaviours they will need in order to flourish, reach their potential and enjoy fullness of life."

(John 10:10)



As a Church of England school we believe that our role is to educate the whole child and that academic, personal and spiritual growth and development are equally important. It is through the support we give each other as a school community that we establish respect, friendship, a sense of belonging and effective team work. We consistently encourage children to reflect on their conduct, and schoolwork in the light of this and believe that we can 'live life in all its fullness'.

Pevensey and Westham CE Primary School is a two-form entry primary school, currently with 416 pupils on roll.

Key Pastoral Factors:

Free School Meal: 17.79%

English as an additional language: 1.2%

Pupil Premium: 18.99%

Those with a medical condition: 22.11%

Looked after children: 0.96%

Those with an SEN Need: 11%

Those with an EHCP (Educational Health Care Plan): 1.2%

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff parents and visitors regardless of their education, physical, sensory, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
2. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the School.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually and will contain actions to:
 - a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - b. Increase access to the curriculum for pupils with disability, expanding and making reasonable adjustment to the curriculum as necessary to ensure that pupils with disabilities are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after –school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
 - c. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of the plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period
5. The School website will make reference to the Accessibility Plan
6. The School's complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored by the Governing Body.
8. The Plan will be monitored by Ofsted as part of their inspection cycle
9. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Accessibility Plan 2024-2027

To draw-up an accessibility plan, the following is carried out:

1. An audit of the accessibility of the building.

This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

2. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues will be provided.

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also considers the access needs of staff and parents/carers. We will obtain information from staff and governors to identify access needs and make sure they are met in meetings.

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
1	To ensure that any building improvements support pupils with visual or hearing impairments, physical needs and vulnerable needs.	Create access plans for identified children as part of our Assess, Plan, Do, Review process. Guidance from East Sussex (sensory needs team will support this provision.	Ongoing	Inclusion Leader	Individual plans in place for all disabled pupils and staff aware of all pupils' access needs.
2	Ensure that disabled pupils can be evacuated safely.	Create Personal Evacuation Plans for disabled pupils as required and ensure all staff are aware of their responsibilities in these.	Ongoing adaptations as needed	Inclusion Leader/Health and Safety Lead.	Personal Evacuation Plans in place for all disabled pupils who require them.
3	Specialist equipment is identified and purchased as needed for those with current SEND.	Sufficient SEND budget allocated for identified needs. Purchase prioritised items according to budget.	Budget allocated in April each year. Additional equipment purchased as needed.	Inclusion Leader	Equipment is purchased as needed.
4	Corridors are kept clear to enable easy access for wheelchair users.	Corridors regularly assessed as part of the bi-termly premises inspection.	Ongoing	Health and Safety Lead	Easy access throughout all corridors in school.
5	Ensure classroom layout enables easy access and egress for wheelchair users.	Adjust room layouts as pupils who use wheelchairs move throughout the school. Consider using larger classrooms for groups with a wheelchair user.	Each July/September when planning transition	Relevant teachers	Wheelchair users can easily manoeuvre access and egress from classrooms.

	Targets	Actions	Timescale	Responsibility	Outcomes
6	Perimeter of the classrooms to KS1 has a path that is accessible to all.	Pathway reinstated around early years.	September 2025	Business Manager	Children and adults can easily get around the perimeter of the School.
7	Wheel chair users and those with mobility needs can easily and safely access our school site.	Drop curb to front of school by reception to access the Hall.	September 2025	Business Manager	Both entrance pathways to the School on either side of reception are accessible to wheelchair users.
8	Accessible car parking	Ensure only those pre-agreed or with a blue badge use the designated bays When we have parent events i.e. sports day message is sent to parents to let us know if they require accessible parking All front bays are kept available on parent event days	Ongoing	Administrative Assistant / Secretary	Disabled members of staff and visitors have a reserved place to park in the front of the school

	Targets	Actions	Timescale	Responsibility	Outcomes
9	Maintain safety for visually impaired people	a) Check if any children have a visual impairment resulting in yellow paint being needed on step kerb and other edges b) Check exterior lighting is working on a regular basis – and consider improvements to external lighting c) Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired	Annually, and as new children join the school throughout the year	Business Manager	Visually impaired people feel safe in school grounds.
10	Improve signage around school	a) Add pull/push sign to main reception entrance b) Improve fire exit signage around the building – ensuring it is easy to see and follow.	September 2024	Business Manager	Enable Staff / Children / Visitors easier access to main reception Staff/Pupils/Visitors can clearly see and follow fire exit signage enabling them to feel safer in school

Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Outcomes
<p>Inclusive and adaptive teaching at PaWS to be clearly defined and understood by all staff.</p> <p>Inclusive and adaptive approaches to be evident in all classrooms so that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.</p>	<p>All teaching staff and staff working at PAWS extra to be trained in inclusive and adaptive teaching. Inclusive and adaptive teaching will be added to PAWS learning principles.</p> <p>Subject leaders will be supported to understand inclusive and adaptive teaching within their subject areas. Barriers to learning and strategies that can be used to help support learners to overcome these will be clearly defined in subject specific inclusive and adaptive teaching documentation. These will enable all staff to plan and modify subject specific lessons for individual learners.</p> <p>Learning walks completed by the SENCO and subject leads will monitor the use of strategies in all classrooms. The impact of these strategies will be monitored through pupil engagement and progress.</p>	<p>All staff to receive initial training by term 4.</p> <p>Learning walks scheduled to monitor inclusive and adaptive teaching in classrooms. Subject leads to monitor inclusive and adaptive teaching practices within their subject areas.</p>	<p>Jodie Westcott - SENCO.</p> <p>SLT</p> <p>Subject Leads</p> <p>Teaching staff</p>	<p>Inclusive and adaptive teaching to be evident within all classrooms.</p> <p>All staff to have a clear understanding of their roles and responsibilities in regards to The SEND code of practice.</p> <p>Staff to understand how Inclusive and adaptive teaching practice can enable all learners the opportunity to access a broad and balanced curriculum.</p> <p>Subject leads will be able to evidence the impact the school's curriculum for SEN pupils.</p>

Targets	Actions	Timescale	Responsibility	Outcomes
<p>To further develop and embed graduated approach to meet individual needs of pupils.</p>	<p>SEN pupil consultations to happen with staff termly, enabling the SENCO to support all teachers in understanding the graduated response process and targeting key areas of development for individual pupils.</p> <p>Pupils to be placed on either a: Student support plan, additional needs plan or an additional needs plan targeted.</p> <p>Regular review cycle that includes pupil and parent voice.</p> <p>Parents to receive a copy of the plan three times a year as part of our review cycle.</p> <p>Pupil to be referred to external agencies as and when needed using the schools 'requesting targeted support' flow chart system</p>	<p>3 times per year as per our review cycle.</p>	<p>Class teachers Inclusion Leader SLT</p>	<p>All staff aware of the process for reviewing provision for pupils with additional needs.</p> <p>Staff are confident in planning to meet pupils' needs and making 'reasonable adjustments' to enable access to the curriculum.</p>
<p>To improve curriculum accessibility for pupils with dyslexia.</p>	<p>Pupils to be identified and supported through the Dyslexia screening flow chart, enabling staff to follow the steps to support pupils with the identification of a dyslexia need.</p>		<p>Class teachers. SENCO Teaching Assistants.</p>	<p>All staff are confident in dyslexia friendly approaches. Pupils have access to the resources they need to support them to access the curriculum. Pupil progress will</p>

Targets	Actions	Timescale	Responsibility	Outcomes
	<p>Adapted resources to be used to support pupils to independently access the curriculum content.</p> <p>Continue to implement dyslexia friendly approaches.</p> <p>Pupils to receive targeted intervention when they have an identified need that requires support. This provision will be reviewed through the Graduate Approach. Pupils will be discussed at SEN pupil consultation.</p> <p>Technology and programs to be sourced and purchased to support pupil receiving targeted intervention.</p> <p>Pupil to be refereed to external agencies as and when needed using the schools 'requesting targeted support' flow chart system</p>			<p>increase due to targeted intervention and support.</p>
<p>To ensure that staff are trained to support pupils with emotional well-being and self-regulation.</p>	<p>All staff will receive updated training on the Zones of regulation and emotional well-being. This session will be carried out by CLASS.</p> <p>Class teachers will continue to embed the Zones of regulation</p>		<p>SLT Inclusion Lead Nurture/ELSA support staff.</p>	<p>Teachers will be confident in delivering the zones of regulation within the curriculum and through everyday practice. With support pupils will be successful in managing their own emotional regulation.</p>

Targets	Actions	Timescale	Responsibility	Outcomes
	<p>through their curriculum work and everyday practice within the classroom.</p> <p>Boxall profile assessment screening will be purchased and individual pupils will be screened using this and the learning plans created by Boxall will be followed and targets will be added to individuals ANP's.</p> <p>The ELSA practitioner will continue to access supervision within her ELSA support network and offer advice to teachers for work that could support individual students.</p> <p>Nurture Forest school will take place weekly with Forest school lead and a program of work will be planned for individuals during this time.</p> <p>Pupil are emersed in the school's vision and values though the everyday language used by all staff at school.</p>			<p>Pupils requiring additional support will be given a clear plan of work to support their emotional well-being.</p>

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
	1. Ensure new parent communication app is accessible, including current communication platforms (Dojo, Mailchimp).	a) Ensure apps used to regularly communicate with parents continue to be accessible. b) Ensure new parent app is accessible	March 2024	Business Manager	95% adults can access regular information and bulletins.
	2. Enable all those parents, currently identified with accessibility needs, to gain help and support with access to information.	a) Check which parents have accessibility needs b) Develop different ways to show how to access information c) Provide help and advice to all those identified.	Sept 2024	Business Manager	All those parents currently identified as requiring help and support have been able to access regular updates and information.