



Pool Hayes Primary School

Accessibility Plan 2024 – 2025

At Pool Hayes Primary, we are an inclusive school, where 'Every Child Matters' is at the heart of daily practice. Reasonable adjustments are made to ensure participation and enjoyment for all pupils, staff and visitors.

We are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

We are committed to providing a fully accessible environment that values and includes all pupils, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, respect, tolerance and inclusion.

The Accessibility plan will include relevant actions to:

- Improve awareness of **equality and inclusion**.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupil; (if a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in afterschool 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.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

SCHOOL CONTEXT

Pool Hayes Primary School is a one-form entry primary school in Walsall. There are approximately 205 children on roll, from 3 to 11 years of age.

We are an inclusive school that welcomes children from all backgrounds with a wide range of abilities and individual needs. We are committed to equality of opportunity and providing every child with learning opportunities to ensure they make the best possible progress in every subject of the curriculum.

Equality and Inclusion.

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Annually	To review the following Policies/Plans: • Accessibility Plan • SEND Policy and Information Report • Behaviour Management Policy • Safeguarding Policy • Complaints Policy • Pupil Mental Health & Wellbeing	All policies to be reviewed and amended to reflect current legislation and practice.	All reviewed policies to be available on our school website.	Yearly (or sooner, if needed).	SLT	A fully inclusive school where all stakeholders can access policies via our school website.

Physical Environment.

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	Ensure all visitors, staff and pupils have equal and safe access to areas of the school.	Health & Safety Coordinator/School Caretaker to carry out regular checks of the school building and surrounding area to ensure safe access.	Visitors and staff are able to access all areas of the school building.	Ongoing, as new visitors/staff/pupils visit the school.	Health & Safety Coordinator.	Visitors, staff and pupils are happy to take part in school activities.
		All staff to ensure that pupils and visitors have safe access into and around the school. Disabled toilet facilities available for both adults and children in school.	Pupils are fully included in all areas.		School Caretaker All staff	Visitors, staff and pupils can access all areas of the school.

	Identify pupils who have a disability or medical condition prior to entry to the school.	Admin staff and SENDCo to ensure all information gathering is completed and shared. Health Care Plans to be prepared and maintained for all pupils with a disability or medical condition. Advice and guidance to be sought from the relevant medical professions when preparing these plans.	All stakeholders are aware of the needs of individuals- adaptations can be made involving all parties.	Ongoing as pupils and visitors with needs arrive.	Admin staff SENDCo All staff School Nursing Service/appropriate medical professionals.	Pupils feel fully included in school life and have access to all areas of the school and curriculum.
	Complete a risk assessment for pupils and staff with physical disabilities or medical condition upon entry to the school.	Meeting to be arranged with parents/carers and SENDCo prior to start date. Risk Assessment meetings to be held with staff.	Pupils and staff are well catered for and their needs can be met safely and competently.	Ongoing, as needed.	SENDCo/parents/ carers/relevant medical professionals (when preparing risk assessments for pupils). Headteacher/staff/LA Occupational Health Dept. (when preparing risk assessment for staff)	All pupils and staff can access all areas of the school safely. All pupils and staff can work safely and effectively.

	Classrooms are organised to promote the participation and independence of all pupils and adults alike incorporating TLAC strategies.	Review of layout of materials and resources in classrooms, to ensure that they are accessible to all children, according to their needs. SLT 'Learning Walks' criteria to include 'inclusive classroom' as an essential requirement. Staff with disabilities/medical conditions to have appropriate tools/adaptations necessary to enable them to complete their job roles effectively.	All pupils are able to access the curriculum with consideration given to individual need – e.g. positioning for children with impairments; dyslexia friendly backgrounds to displays on ICT equipment; use of Makaton signage; visual timelines; writing slopes etc. Staff to be able to effectively and safely fulfill their job roles.	Ongoing, as need arises.	Headteacher All teachers and support staff. SENDCo	All children to have access to learning tools/arrangements of the classrooms that meet their specific needs. Adults to have access to the tools/adaptations necessary to enable them to complete their job roles safely and effectively.
Medium Term	To formalise the induction of new staff to ensure participation and independence of all pupils.	New staff to meet with SENCO to discuss needs of pupils in their class.	Staff to be secure in their teaching/working and identifying barriers to learning CPD areas identified.	By Spring Term.	Headteacher SENCo Deputy Headteacher	Staff well equipped to deal with individual difference and promote quality inclusion and equal opportunities.

Long Term	Ensure all visitors, staff and pupils have equal and safe access to areas of the school.	Liaise with admin staff to ensure that new starters (pupils and staff) with disabilities/medical conditions are identified and that all access areas are looked at.	Concerns are identified quickly and actioned. All staff aware of access within their own area of responsibility.	Ongoing	All staff – monitored by SLT	Reduced anxiety for all visitors to the school and staff. All adults aware of their role in ensuring safe access.
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Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	All classrooms are organised to promote participation and independence of all pupils – including self regulation and metacognitive strategies. Ensure all pupils have the resources that they need to fully participate in the school curriculum and achieve. Children will be given opportunities	SEND staff meeting –all staff given ‘Inclusive Classroom’ classroom check list. Whole school SEND Provision Map identifies specific needs of individual pupils. Regular SLT ‘Learning Walks’ to include assessment of accessibility of all classrooms/learning areas.	Pupils needs are identified and resources are allocated, e.g. individual timetables, workstations, coloured overlays etc.	Autumn Term then ongoing termly.	All teachers and support staff. SENCo	All pupils participate and have opportunities to be independent.

	Training for teachers on differentiating the curriculum in order to meet specific learning and access needs. All children accessing the curriculum at their level on a daily basis.	SLT & subject coordinators & SENDCo to monitor engagement and progress. All staff to use 'Challenge Curriculum', so that there is no 'glass ceiling' for SEND pupils. Ongoing CPD throughout the year.	All pupils making good progress from their own unique starting point.	Half-termly monitoring at Pupil Progress meetings.	All Teaching staff. SLT.	Increase in access to all aspects of the National Curriculum and our Creative Curriculum Progress is evident across the curriculum. Children are happy in school and talk about their work.
Medium Term	Curriculum adapted when areas for development are identified.	Half-termly planning meeting for all staff – looking at the curriculum.	Curriculum continues to be appropriate for all learners.	Ongoing – monitored half termly.	SLT, Subject Coordinators.	Children are showing progress. Curriculum changes are relevant and having an impact.

	To ensure access arrangements are applied for and the support is provided for children taking tests.	Check access arrangements for cohorts and ensure appropriate steps are taken to identify and apply for the access arrangements.	All children will have their needs met and any barriers to achieving their potential to be removed.	Annually in preparation for assessments.	KS2 Lead Headteacher SENCO	Pupils to have appropriate support in accessing assessments so that they can maximise their abilities.
Long Term	To create and maintain good links with other schools and relevant professionals to support development/ knowledge.	School –to-school support. Support/training from specialist agencies e.g. North Star Inclusion Advisory Service, The School Psychology Service Ltd., Virtual School, Anna Freud Centre.	Improved support for children with SEND	Ongoing	School SENCo and SENCO forums.	Increased confidence and expertise in supporting children with SEND across the cluster of schools.

Information Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short Term	To provide information to parents in all formats, to promote full inclusion. Information for pupils to be provided in accessible formats. Raise awareness of adults working at and for the school on the importance of good communication systems for pupil information and the specific needs of all children.	SLT and Admin Staff to ensure that information for parents is provided in a variety of formats, including other languages, where necessary. Information for pupils to be provided in a range of formats including audio and visual symbols (e.g. Makaton).	All pupils and parents can access information. No child or parent is left behind.	Ongoing as new identified needs emerge.	SLT	All parents can access all school information- including policies. All pupil can access information. School is more effective of meeting the needs of the children.

Medium Term	To ensure support staff (particularly those working in EYFS) have Makaton training.	Training days to be identified.	Staff to be trained by Makaton Trainers (e.g. from Walsall SALT Team)	Next academic year	SENCo EYFS Coordinator Support Staff	Use of Makaton signing in school to support SEND
Long Term	Have symbols around school to represent different areas and equipment.	Different areas around school to have a sign, symbol and photograph to represent it.	Areas of school clearly defined and made accessible.	Next academic year.	All staff.	Greater access for all pupils, staff and visitors to school environment.