Accessibility Policy and Plan

Approved by Governors: March 2021
Reviewed date: March 2025

"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 415 pupils on roll.

Key Pastoral Factors:

Free School Meal: 18.3%
English as an additional language: 0.01%
Pupil Premium: 19.27%
Those with a medical condition: 26.7%
Looked after children: 1.2%
Those with an SEN Need: 10.8%
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. The Accessibility 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 three-yearly in order to inform the development of the plan.

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 2026	Business Manager	Children and adults can easily get around the perimeter of the School.
7	Wheelchair users and those with mobility needs can easily and safely access school site.	Drop curb to front of school by reception to access the Hall.	September 2026	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	Ensure new nursery building and facilities are accessible	Complete accessibility audit for nursery Ensure accessibility is considered in any refurbishment work	Sept 2026	Business Manager / Inclusion Lead	Nursery building is accessible to all, pupils and parents can access the building and facilities.

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibility	Outcomes
1	All teaching and support staff to have a good understanding of Inclusive and adaptive teaching	Use of appraisal meetings to inform and respond to training needs. Cycle of CPD for staff in response to identified training needs. Additional training needs identified as part of our pupil progress meetings.	Pupil progress meetings - termly. Annual teacher appraisal and review.	SLT	All staff will be aware of their duties under the SEND code of practice.
2	To further develop and embed graduated approach to meet individual needs.	Review SEN provision. Provision reviews supported by supervision with the Educational Psychologist. Regular review cycle with parents.	3 times per year as per our review cycle.	Class teachers Inclusion Leader SLT	All staff aware of the process for reviewing provision for pupils with additional needs. Staff are confident in planning to meet pupils' needs and making 'reasonable adjustments' to enable access to the curriculum.
3	Ensure all school trips/clubs and activities are accessible to all.	Guidance for staff when planning for trips to enable them to be accessible to all. Ensure risk assessments reflect accessibility needs. a) Ensure whole school events can be adapted to include all children b) Ensure reasonable adjustments are made for wrap around care and external school clubs c) Ensure lunch time provision is accessible to all and activities are adapted accordingly	Ongoing	Inclusion Leader Exeant Co-ordinator H&S Lead	All pupils are able to access all school trips and take part in a range of activities.

	Targets	Actions	Timescale	Responsibility	Outcomes
4	Regular review of adaptations needed to ensure PE curriculum to is accessible to all.	PE curriculum to be reviewed annually in light of cohort of pupils and current needs	Ongoing adaptations to curriculum as needed.	Inclusion Lead/PE Lead/Class teachers	All children are able to access PE and make progress.
5	To ensure staff are trained to support pupils with medical conditions.	Review needs in school annually, update staff training as required. Update Medical Conditions policy annually	Ongoing	First Aid Leader	Pupils with medical needs are able to access curriculum and non curriculum activities. Staff feel confident in meeting individual medical needs.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
1	Review any communication platforms to ensure accessible, i.e Arbor, nursery comms tool, new website, Dojo, Mailchimp.	Ensure apps used to regularly communicate with parents continue to be accessible. Ensure new nursery app is accessible, ensure new website is accessible	July 2025	Business Manager	95% adults can access regular information via our usual methods
2	Ensure parents, currently identified with accessibility needs, continue to gain help and support with access to information.	Continue to provide help and advice to all those identified.	Ongoing	Business Manager/ Admin team	All those parents currently identified as requiring help and support have been able to access regular updates and information.