

Poplar Street Primary School



Accessibility policy



The 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, social, spiritual emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Poplar Street Primary plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to school.
3. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:

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.

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of the DDA). 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.

Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.



The plan will be monitored through the SEND Governor monitoring program.
The plan will be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

There are very few parts of the school to which disabled pupils have limited or no access. The use of the school delegated capital funding is used to make minor adjustments to improve access and support the needs of its current community.

In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment.

The review will look at each action and assess whether the success criteria has been met.

Any actions that are incomplete or require further attention are carried forward to the next action plan.



Accessibility Plan 2023 - 2026

Access to the curriculum					
Priority	Responsibility	Strategy/Action	Resources	Time	Success Criteria
Ensure all pupils are able to participate in bikeability by Y6 and Little Bikers in EYFS	PE leader	Identify all children in Reception who cannot ride a bike and provide specialist teaching / adapted bicycles etc.	Inclusion budget	Autumn Term 1	All pupils can access Bikeability/Little Bikers
Continue to improve the quality of provision for children with specific special needs	Inclusion Leader	Use all areas of the school environment to provide appropriate spaces for intervention and targeted support	Maintenance costs	Ongoing	Number of quiet spaces identified around school and prioritised for targeted pupils
Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities	Teachers	Staff to visit all sites ahead of trip. Accessibility discussed with parent/carer. Additional staff members available to support		On-going	All children will have access to a range of trips and residential visits alongside their peers
Continue to develop Poppy base (alternative provision) for those who require a more bespoke curriculum in order to reach their full potential	SENDCo	Explore further training for staff around 4 broad areas of SEN Explore Pre-key stage assessments with teachers	SENDCo release time	On-going	All children are given the opportunity to thrive and achieve their potential