



Accessibility Plan

Pinfold Primary Accessibility Plan Dec 2023-27
Head: Claire Tjaveondja
Chair: Sue Kenny

We are committed to providing a fully accessible and welcoming environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and



Accessibility Plan

cultural needs. We are committed to challenging negative attitudes about disability and accessibility and want to continue to develop a culture of awareness, tolerance and inclusion.

This Accessibility Action Plan contains the relevant actions to:-

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the school site to ensure all pupils have access to the different areas within school without experiencing barriers caused by steps, doorways, stairs, toilet facilities and showers for example. Additionally, it covers the use of signs, lighting and

acoustics to ensure the best environment for all children to learn. It also includes ensuring emergency and evacuation systems are set up to cater for all pupils.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are given equal opportunities. This covers teaching and learning as well as 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 pupils in accessing the curriculum. The curriculum should also be differentiated using a range of methods to enable all the children to access the curriculum appropriately whilst maintaining high expectations.

Improve **communication** and the delivery of written information to pupils, staff, parents and visitors with disabilities. e.g. hand-outs and information about the school and school events including day-to-day issues. The information will be made available in various preferred formats, as specifically requested. The information can also be shared verbally or using the appropriate technology as required.

The Action Plan for physical accessibility relates to an Access Audit survey of the School. It may not be feasible to undertake some of the works during the next three years of this Accessibility Plan and therefore some items may continue into subsequent plans. The school will work in partnership with the local education authority and will adopt in principle the "Lancashire Accessibility Strategy, Access to Learning".



Accessibility Plan

Following a detailed survey of the site the following Action Plan was developed:

Physical Environment - To provide improved access to the school ground and buildings for all.

Target	Action	Responsibility	Time Scale
To improve the accessibility of our EYFS door access for wheelchairs	<ul style="list-style-type: none"> • Contact school surveyor to get a ramp/some form of movable sloping to cover the steps as and when needed • Contact the Road Safety officer • Contact the OH therapist form the OH portal for Risk Assessment • A push button/semi-automatic for ease 	Head teacher SENDCo Site supervisor. Chris Lace	January 2024
To improve our main entrance access for wheelchairs, there is a tiny lip that electric wheelchairs cannot get over	<ul style="list-style-type: none"> • Contact school surveyor, to see how it can be changed for easier access 	Head teacher SENDCo Site supervisor. Chris Lace	December 2024
Have a Disabled parking space outside school for unloading wheelchair	<ul style="list-style-type: none"> • Contact the Road Safety department, LCC • Contact Rosie Cooper 	Claire Tjaveondja	December 2024

Curriculum Access - To provide equality of access to the curriculum for all pupils in relation to needs

Target	Action	Responsibility	Time Scale
To ensure all classrooms are 'dyslexia friendly'.	<ul style="list-style-type: none"> • Remind staff of using cream backgrounds where possible • Tell new staff of importance for children with Dyslexia 	SENDCo	Ongoing

Communication – To improve communication and access to information.

Target	Action	Responsibility	Time Scale



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