



Pudsey Primrose Hill Primary School

Accessibility Plan

1. Purpose of the Plan

The purpose of this plan is to show how Pudsey Primrose Hill Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

1.1 Definition of Disability

As defined by the Equality Act 2010, a person has a disability if the person 'has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities'.

2. School's Responsibility

The Equality Act 2010 states that 'schools and LAs need to carry out accessibility planning for disabled pupils. These are the duties as previously existed under the DDA and have been replicated in the Equality Act 2010'.

Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils.

Pudsey Primrose Hill Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barrier to learning to ensure they can learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders, we continually look at ways to improve accessibility through data collection, questionnaires and discussion with parents/carers.

3. Contextual Information

Pudsey Primrose Hill Primary School building and playgrounds are accessible for a child in a wheelchair. In the school building, there is a lift that connects the upper floor and the lower floor of the building, which is specifically designed for wheelchair use. The school has a hygiene suite to support any child with self-care needs. There is a disabled parking bay in the school car park and an egress point of entry.

4. The Current Range of Disabilities

When pupils enter school with specific disabilities, the school contacts appropriate professionals for assessment, support and guidance for the school and parents. Children who have additional medical needs have a personal healthcare plan that is shared with staff and parents/carers and a copy is kept in a central location.

Pudsey Primrose Hill Primary School Accessibility Plan 2025 - 2028

Targets	Action	Outcome	Responsibility	Success Criteria
To ensure that the physical environment is accessible by staff, pupils and visitors.	Respond in a timely manner to any access issues identified, taking account of the changing needs of pupils, staff and visitors. Ensure phone contact details are prominent on external school signs and electronic communications to enable parents or visitors to contact school and notify if access arrangements may be necessary.	Adaptations to arrangements in the school will be made to ensure all users can access the building. Disabled visitors will know how to access school and who to contact in the event of a difficulty occurring.	HT (KD) Site manager (AMc) Office staff (SM)	Key staff are aware of changing needs of the staff and pupils in school and make the necessary adaptations / adjustments as appropriate. All visitors are aware of the support available and how to access this when visiting school.
To continue to support staff to enable them to meet the needs of children with a range of SEND.	SENCo to review the needs of children and provide training for staff as needed.	Staff will be able to support children more effectively in the classroom.	SENCo (JD) HT (KD) Inclusion manager (AW) Teachers	All SEN needs are met through thorough understanding and monitoring to ensure needs are updated as appropriate and in partnership with parents.
To ensure that all children are able to access all out-of-	Review of out-of-school provision to ensure compliance	Children will be able to access out-of-school activities	Phase leaders (SS, RW, DK and SA)	All efforts are made to ensure full inclusion for all

school activities, e.g. Clubs, trips, residential visits, etc.	with legislation. Risk assessments carried out.	safely and with the appropriate support in line with current legislation.	Teachers EVC (JC)	pupils in accessing out of school experiences.
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, headphones writing slopes, enlarged print, etc.	Children will develop independent learning skills.	SENCo (JD) Inclusion Manager (AW) HT (KD) Teachers as appropriate)	All staff working with children have a clear knowledge of the necessary tools or adaptations required for all children to participate in learning. This is regularly reviewed and updated with the support of the SENCo and IM.
To meet the needs of individuals during statutory end of KS tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, etc. will be applied for as needed.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment, etc. will be applied for as needed.	Dep Head (SS) HT (KD) Year 6 teachers	Access arrangements are in place as appropriate to ensure all children have every opportunity to undertake end of KS2 SATs to the best of their ability.
To ensure that all parents and other members of the school community can access information	Written information will be provided in alternative formats on request.	All stakeholders will have access to all information.	HT (KD) Admin staff (SM) Phase leaders (SS, RW, DK and SA) teachers	Parents and other members of the community can access all information in an appropriate format to ensure clarity of communication. Parents know to seek help or support from the school if they further adaptations.

**This Accessibility Plan was adopted by Pudsey Primrose Hill Primary School
on 31/01/2019**

Chair of Governors – Mr G Gibson		
Signature:		
Frequency of review:	3 years	
To be reviewed and approved by:	PPHPS Full Board	
Date of next review:	January 2028	

REVIEW RECORD

Date of review	Reason for review	Date of next review
08/02/2022	Agreed review schedule.	Feb 2025

Name:		Signature:	
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on behalf of PPHPS Full Board

Date of review	Reason for review	Date of next review
28/01/2025	Agreed review schedule.	January 2028

Name:		Signature:	
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on behalf of PPHPS Full Board

Date of review	Reason for review	Date of next review

Name:		Signature:	
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on behalf of PPHPS Full Board