



PEBBLE BROOK SCHOOL

ACCESSIBILITY PLAN

Signed
Chairman of Governors

Ratified by the Governing Body on: 6 February 2017

Review due: February 2020

PHYSICAL ACCESS

Statement	Evidence	Action needed
<p>The size and layout of areas allows access for all pupils including</p> <p>Academic areas e.g. classrooms, assembly hall, library</p> <p>Sporting areas e.g. gymnasium, outdoor sporting facilities</p> <p>Social facilities e.g. canteen, common rooms</p> <p>Play areas Playgrounds</p>	<p>Access to all ground floor classrooms</p>	<p>Lift for access to upper classrooms. (Not on maintenance plan or SDP)</p>
<p>Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. Showers are available and accessible.</p>	<p>Toilet provided in the main school and new classroom block</p>	
<p>Pathways of travel around the school site and parking arrangements are safe, logical and well signed.</p>	<p>Safe parking and pick up arrangements in place</p>	
<p>Emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability. Alarms have visual and auditory components.</p>	<p>In place</p>	
<p>Non-visual guides are used to assist disabled people when using buildings, e.g. lifts with tactile buttons.</p>	<p>N/A</p>	
<p>Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy.</p>	<p>In place</p>	
<p>All areas to which pupils have access are well lit.</p>	<p>In place</p>	
<p>Steps have been taken to reduce background noise for hearing impaired pupils, e.g. consideration given to a room's acoustics, noisy equipment etc.</p>	<p>In place</p>	
<p>Furniture and equipment are selected, adjusted and located appropriately, e.g. height-adjustable tables available, low level sinks.</p>	<p>In place</p>	

CURRICULUM ACCESS

Statement	Evidence	Action needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities	Yes	
Classrooms are optimally organised for disabled pupils	Yes	
Lessons provide opportunities for all pupils to achieve	Yes	
Lessons are responsive to pupil diversity	Yes	
Lessons involve work done by individuals, pairs, groups and the whole class	Yes	
All pupils are encouraged to take part in music, drama and physical activities	Yes	
All staff recognise, and allow for, the mental effort expended by some disabled pupils, e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils	Yes	
All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work	Yes	
Disabled pupils who cannot engage in some particular activities are given alternative experiences, e.g. pupils who cannot participate in all forms of physical education	Yes	
Access to computer technology is appropriate for pupils with disabilities	Yes	
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment	Yes	
All staff have high expectations of all pupils	Yes	
All staff seek to remove all barriers to learning and participation	Yes	

ACCESS TO INFORMATION

Statement	Evidence	Action needed
The school liaises with external services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information	Support given to pupils who need it	
The school ensures that both in lessons and at meetings for parents, information can be presented in a 'user friendly' way for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams	Reading aloud to help accessibility	
The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility, e.g. the Visually Impaired Service for assistance with Braille	Yes	
Staff are familiar with technology and practices developed to assist people with disabilities	Yes	