The Pochin School – Accessibility Policy (Statement and Plan)

Reviewed September 2026

To be reviewed September 2027

Please also refer to our policy for SEND and Inclusion

Please note that as the school is a Grade 2 listed building with step staircases, narrow corridors and compromised floor space we are limited to the types of changes we can make to the structure of the building. This does not however negate the fact that we aim to be as inclusive as possible to all adults and learners and endeavour to make adjustments as is reasonably practical in order to ensure this.

Background

This Accessibility Plan is compliant 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.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by The Pochin School.

In order to compile our original disability equality scheme and accessibility plan the first time round we consulted with a very large group of people drawn from pupils the school council, other pupils and parents. Since the PSED (Public Sector Equality Duty) came into place this document has been updated to include only the accessibility plan.

Definition (Equality Act 2010)

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to day activities is adverse, substantial and long-term.

All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

• mobility;

• manual dexterity;

• physical co-ordination;

• continence;

• ability to lift, carry or otherwise move everyday objects;

• speech, hearing or eyesight;

• memory or ability to concentrate, learn

• perception of risk of physical danger.

Statement

The school recognises and accepts the need to make all reasonable provisions for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors.

The school has or has had pupils who have a variety of additional needs both physically, linguistically and educationally. Provision for these pupils has being made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment, the allowance of extra time in examinations, and, where required, by the use of such aids as laptop computers and specific software and resources, writing desk wedges and chair adjustments. We have had children, parents and staff using crutches and staff with temporary disabilities. Adjustments have been made to the school environments to include these people.

The school cooperates with parents in the administration of medication to those children with permanent medical conditions, such as asthma, whose education would be severely disrupted if it was not available at either school. We are all trained in the use of the epi-pen for anaphylaxis, furthermore, the schools are willing to discuss the administration of medication to pupils who may require it from time to time.

Provision

The extent to which disabled pupils can participate in the school's curriculum we consider:

• The impact the delivered curriculum has upon pupils with disabilities.

• The effectiveness of short-term planning in identifying the range of reasonable adjustments being made.

• The appropriate deployment of adult and peer support and the effective training of adults involved. How the curriculum supports awareness of and positive attitudes towards, disability.

• Effective access to specialist advice and support.

• Resource development

• Access for all in our monitoring and review cycle.

In improving the physical environment of the school we consider:

• The layout of the playground and other common areas.

• Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings

• Improvements to and provision of toilets, washing and changing facilities.

• The provision of ramps and lifts and improvements to doorways (where possible)

• The provision of particular furniture and equipment to improve access.

Strategy

As part of the schools' disability equality scheme, the school has adopted the following approach:

• To carry out an audit of the accessibility of the school's physical environment in order to allow the free movement of disabled pupils around the schools and complete risk assessments and carry out necessary adjustments as needs arise.

• To review the school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.

• To recognise that making the school's premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. Therefore, the schools recognise the importance of developing a culture in which both teaching and non-teaching staff conform to the spirit as well as the letter of the Act.

Staff are supported by SENDCO, external advisors and are helped in writing MOTs to provide reasonable adjustments and we have regular review meetings to evaluate the effectiveness of these adjustments.

The school will ensure that all adults receive the training they require in order to fully support pupils with disabilities. The school will liaise with parents, carers, the pupils themselves and outside agencies in order to provide the best quality provision for pupils with disabilities and in making our environment as accessible to all. Whilst we acknowledge the limitations of our physical environment we will strive to remove any barriers to this accessibility as far as is possible and practical.

Section 1: How does your school deliver the curriculum?		
Question	**Yes**	**No**
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√ Training & Support for teachers/TAs/LSAS in working with children with disabilities, bespoke to needs of pupils and staff.	
Are your classrooms optimally organised for disabled pupils?	√ We are a small grade 2 listed building with steps and narrow corridors. We make adjustments as is reasonably practicable given the limitations of our building.	
Do lessons provide opportunities for all pupils to achieve?	√	
Are lessons responsive to pupil diversity?	√	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	
Are all pupils encouraged to take part in music, drama and physical activities?	√	
Do employees recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√	
Do employees recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√	
Do you provide access to computer technology appropriate for students with disabilities?	√ For example, keyboard, typing training provided for pupils with fine motor skill difficulties & handwriting	

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√ Yes – no child is ever excluded from any activity	
Are there high expectations of all pupils?	√	
Do employees seek to remove all barriers to learning and participation?		

Section 2: Is your school designed to meet the needs of all pupils?		
Question	**Yes**	**No**
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	√ We are a small grade 2 listed building with steps and narrow corridors. We make adjustments as is reasonably practicable given the limitations of our building.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		√ **See above**
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√ no onsite parking	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	√ Personal Evacuation Plans written for pupils and adults with additional needs	
Are non-visual guides used, to assist people to use buildings	NA	

including lifts with tactile buttons?		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√
Are areas to which pupils should have access well lit?	√	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	√	
Is furniture and equipment selected, adjusted and located appropriately?	√	

Section 3: How does your school deliver materials in other formats?		
Question	**Yes**	**No**
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with standard forms of printed information?	√ Available on request and when required	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√ For example, test papers and lesson resources in different formats/larger fonts	
Do you have the facilities such as ICT to produce written information in different formats?	√	
Do you ensure that employees are familiar with technology and practices developed to assist people with disabilities?	√	

Adapted from the Accessible Schools: Summary Guidance, Department for Education and Skills, 10th June 2002/ reviewed September 2026

Target	Success Criteria	Timeframe	Lead Person
Collaborate with relevant pupils and adults to agree action to support those in the school community with a disability in line with DDA duties.	Joint meetings arranged and attended where relevant Plans developed	When necessary	Head Teacher/SENDCO/ Trustees
Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties.	Disability awareness planned and delivered to lead person Disability awareness provided to whole school.	When necessary	Head Teacher/SENDCO/ Trustees
Review training needs of adults in school	Annual review of training needs by Head Teacher/SENDCO/Governors (or as need arises with change in circumstances) Training needs met	When necessary	Head Teacher/SENDCO/ Trustees