

Accessibility Plan

Policy Date: February 2021

Ratified by Governors on:

Review Date: February 2024

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Accessibility Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Senacre Wood Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. This school will promote positive attitudes to disability and will not tolerate harassment of people with any form of physical or mental impairment. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Senacre Wood Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Curriculum Access				
Priority	Action Required	Success Criteria	Timescale & Cost	Lead Person (s)
Include a variety of teaching styles and approaches to develop teaching and learning	Emphasis on creativity throughout the curriculum. Improve quality first teaching strategies used throughout the school ie. effective provision mapping undertaken by class teachers with support from the SENCO.	Teaching approaches adapted to suit the needs of a wide range of learners. Staff confident in their ability to meet the needs of all learners. Children are able to engage, participate and achieve regardless of their individual needs. Children become more independent learners	Ongoing	SENCO
Identify and address potential barriers to learning for vulnerable groups	Pupil progress meetings identify potential barriers to learning.	Children are able to engage, participate and achieve regardless of their individual needs.	In place and ongoing	SENCO

	<p>Specific staff to receive targeted training in dyslexia, ADHD and ASD friendly approaches.</p> <p>Ensure TAs are clear about learning objective for group they are working with. TAs to keep notes on the children they are working with.</p> <p>Intervention groups monitored termly.</p>	<p>Children become more independent learners</p> <p>TA feedback used to inform next steps in a pupils learning</p> <p>All support from TAs leading to improved standards.</p>		
New policies and procedures	<p>To develop the existing positive attitudes by ensuring all new policies consider issues relating to disability equality.</p> <p>Existing policies will be amended when revised.</p>	<p>Policies will reflect Senacre Wood's commitment to promoting equality of opportunity, including disability equality, in all policy documents.</p> <p>Staff are confident in meeting the needs of pupils with a diverse range of learning and behavioural needs.</p>	Ongoing	Subject Leaders and policy authors

Access to Information and Services

Priority	Action Required	Success Criteria	Timescale & Cost	Lead Person (s)
To ensure that parents are participants in their children's learning	<p>Disabled people aware of facilities through the school's website, newsletters, leaflets, SENCO and FLO support</p> <p>Curriculum workshops</p>	<p>Parents and carers are kept up to date, informed and consulted on issues involving their children.</p> <p>Parents are able to work in partnership with the school in methods to support their children's learning.</p>	In place and ongoing	SENCO
Ensure the information held is up to date and accurate in order to best support children and families.	To encourage disability disclosure by parents and reduce the number of 'unknown' disability status classifications.	Development of services for particular groups in line with parent/pupil feedback, for example, pupils or parents with mental health difficulties.	In place and ongoing Summer Term prior to admission	Sally Clements

Medical and personal care needs.	<p>Consult disabled children and their parent/carers on how they want the procedure or administration of medication.</p> <p>Medication request forms completed when they opt for school staff to administer medications</p> <p>Early communication with external health and other agencies prior to admission.</p>	<p>School staff to receive training on a needs basis for specific conditions such as diabetes, epilepsy, asthma, ASD disorders etc,</p> <p>Appropriate support systems in place</p>	<p>In place and ongoing</p> <p>Summer Term prior to admission</p>	Selena Standen
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Physical Access				
Priority	Action Required	Success Criteria	Timescale & Cost	Lead Person (s)
Improve the physical environment of the school to ensure that the facilities provided can be accessed by all users.	<p>Extend access ramp into the Reception Classroom from the outside area.</p> <p>Extend access ramp into the building from the playground.</p> <p>Ensure that all new capital projects maximise access and reasonable adjustments ie grab rails and toilet frames</p>	Physical accessibility into and around the school increased for all users.	<p>Autumn 2021 or earlier if required</p> <p>Ongoing</p>	HT
	Consideration given to accessibility for identified children relating to the school environment ie. use of writing slopes, weighted cushions, wobble boards, table and chair height, etc	Barriers caused by environmental issues reduced. Increased access to the curriculum.	Ongoing	SENCO
Improvements to help the visually impaired	<p>External steps and manhole covers highlighted in yellow, non-slip paint. Ensure pathways around the school are kept clear.</p> <p>Appropriate use of colour schemes for internal/external decoration to benefit pupils with visual impairments.</p> <p>Maintain handrails</p>	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.	<p>Ongoing</p> <p>Ongoing</p>	HT and Caretaker

Improve signage around and within the school	Signs indicate routes and facilities available ie disabled parking bay and wheelchair friendly routes around the school.	Disabled people are aware of wheelchair access to all parts of the school and the location of facilities within the building.	Autumn 2021	HT
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Senacre Wood
Primary School

