



Sundridge Primary School: Accessibility Policy and Plan 2023 - 2026.

Schools' Planning Duty:

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a) he or she has a physical or mental impairment, and (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body.

At Sundridge Primary School the plan will be monitored by the Headteacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Sundridge Primary school are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs.

We continuously promote inclusion and awareness across the school.

Sundridge Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

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Aims and Objectives:

Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments or return to work policies

This plan will also be used to advise and inform future planning documents and policies. We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

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Physical Environment:

The physical environment is accessible for all users and has good wheelchair access both indoors and outdoors. There is one step from the visitor's and staff car parks up to the side entrance to the school and playground area.

All corridors are wide and there are no issues moving around school safely for any person in a wheelchair.

The majority of the building is all on one level. The staff room is up a flight of stairs. The stairs have a handrail and each step is marked to support those with visual difficulties.

There is a disabled people's toilet located in the school on the ground floor. This toilet has a hand rail, an emergency pull-cord and easy use taps.

All classrooms have fire exits which can be used for all pupils, staff and visitors.

Curriculum:

With the support of families and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.

Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing aids and other different equipment; such as the use of laptops.

Information:

Different forms of communication are made available to pupils and their families to express their views and to hear the views of others.

Current Activities:

At Sundridge primary School we have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school. This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings. The school SEND Policy ensures that staff

identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working the Local Authority, external agencies, Health Professionals and Educational Psychology Services.

The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed termly alongside whole school tracking systems. All staff work together as a team to ensure strategies for improving pupils' access to learning is effective.

The school also works closely with specialist services including:

- Educational Psychology Service
- Pupil and School Support Service
- Communication and Autism team
 - Beacon Behaviour Support Service
- SALT (Speech and Language Therapy)
- LACES (Looked After Children Education Services)
- Talk Therapy: additional speech and language therapy input to provide a higher level of service to the school
- School Nurse Team

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The school's governors, teachers, teaching assistants and lunch-time supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

Hearing impairment

Physical disability

Visual impairment

Specific medical conditions including asthma, eczema, diabetes

Specific learning difficulties including dyslexia, dyspraxia and dyscalculia

Autism

Speech, language and communication needs (SALT)

Profound and multiple difficulties

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation:

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

Reviewed: July 2023

Rewritten: September 2023

Accessibility Plan: Date Started: September 2023.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.				
Targets:	Strategies:	Timescale:	Responsibilities:	Success Criteria:
To comply with the Equality Act 2010.	Review all statutory policies to ensure that they reflect inclusive practice and procedure	On-going	Head Teacher SLT All subject leaders Governors	All policies clearly reflect inclusive practice and procedure
To identify pupils who may need additional provision to ensure smooth transition.	<p>Liaise with pre-school providers to review potential intake for September 2023 onwards</p> <p>Liaise with SENDCOs in other settings to ensure clear transfer of records/information</p> <p>Arrange multi-agency meetings where necessary to ensure the provision is suitable</p> <p>Observe the child in their setting prior to attending</p>	Summer Term for transition and Autumn Term follow-up each September	Head Teacher SENDCO EYFS Leader	<p>Procedures, resources/equipment and strategies in place</p> <p>Parents are kept informed of provision and consulted at all stages</p>

	<p>our school Any changes in pupil's needs identified within SENDCO progress meetings</p> <p>Meetings arranged with parents – information sharing/needs</p>			
Effective communication and engagement with parents	<p>Termly meetings with parents/carers (Parent's Evenings) Provision Plan and Annual Review meetings with SENDCO</p>	Ongoing	<p>SENDCO Class teachers</p>	<p>Parents/carers fully informed about progress & engage with their child's learning</p>
Training for staff on increasing access to the curriculum for all pupils	<p>Epipen training Intimate care policy and trained staff Training from external agencies Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or</p>	<p>Training time allocated (See monitoring calendar)</p>	<p>Head teacher SLT SENDCO School Nurse team External Agencies</p>	<p>Increased access to the curriculum Needs of all learners met Maintain records of staff trained</p>

	hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.			
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, Mantra Lingua resources for pupils with EAL. Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Ongoing	Headteacher SLT SENDCO Teaching and support staff	Positive impact on pupil progress Barriers to learning are removed by use of equipment

<p>Adaptations to the curriculum to meet the needs of individual learners</p>	<p>Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills Use of access arrangements for assessment/National tests</p>	<p>Support and adaptations made as needed</p>	<p>Headteacher SLT SENDCO External agencies</p>	<p>Needs of all learners met enabling positive outcomes</p>
<p>All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils</p>	<p>Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements</p>	<p>Ongoing</p>	<p>Headteacher SLT SENDCO OOHL Lead External Providers</p>	<p>Increased access to the extra-curricular activities for all pupils with SEND.</p>

Aim 2: To improve the physical environment.				
Targets:	Strategies:	Timescale:	Responsibilities:	Success Criteria:
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	Ongoing	BSS – under the direction of the headteacher	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	Designated disabled parking Wide doors and corridors Clear route through school	Ongoing	Headteacher Governors BSS	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Ongoing	BSS- under the direction of the headteacher	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	Investigate the installation of a hearing loop/soundfield if needed in the future to support hearing impaired pupils Alarm linked to fire alarms	Ongoing	Headteacher Governors	Learning experiences of pupils with hearing difficulties enhanced
Maintain safe access	Ensure that pathways	Ongoing	BSS – under the direction	People with

around exterior of school	are kept clear of vegetation and obstructions		of the headteacher.	disabilities can move unhindered along exterior pathways
Maintain safe access around interior of the school	Awareness of flooring, furniture and layout in planning for disabled pupils	Ongoing	BSS – under the direction of the headteacher	People with disabilities can move safely around the school
Aim 3: To improve the delivery of written information in school.				
Targets:	Strategies:	Timescale:	Responsibilities:	Success Criteria:
Availability of written material in alternative formats	Newsletters emailed to parent/carers Provided translated documents, or documents in different formats (i.e. braille/ large print) where appropriate	Ongoing	Headteacher SENDCO Schools Business Manager	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	As required	Headteacher SENDCO Schools Business Manager	Pupils able to access all school documentation and information

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