



## Accessibility Plan

### Rationale

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Schools are required under the Equality Act 2010 to have an accessibility plan.

### Aims

The Sandal Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- 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.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

## 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.

The Accessibility Plan should be read in conjunction with the following policies strategies and documents:

*School Prospectus and Mission Statement*

*Curriculum Policy*

*Teaching and Learning Policy*

*Equal Opportunities and Diversity*

*Staff Development Policy*

*Health & Safety Policy*

*Special Needs Policy*

*Behaviour Policy*

*School Improvement Plan*

*Asset Management Plan*

It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the both the School Improvement Committee and Finance and General Purposes Committee of the Governing Body

## SANDAL PRIMARY SCHOOL & NURSERY ACCESSIBILITY PLAN 2022-2025

TARGET 1	EXISTING GOOD PRACTICE	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Appropriate training for staff who teach children with a communication impairment as required eg makaton</p> <p>Training for staff in the identification of and teaching children with ASD, Attachment Disorder and other specific learning difficulties.</p> <p>All extra curricular activities are planned to ensure they are accessible to all children.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupil</p> <p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Layout of furniture and equipment supports the learning process in individual classes. Use of visual timetables where required.</p> <p>All books in the library are accessible for all.</p>	<p>Training for Awareness Raising of Equality Issues.</p> <p>Provide training for governors, staff, pupils and parents as needed Discuss perception of issues with staff to determine the current status of school. See also Equality assessment.</p> <p>More curriculum resources include examples of people with disabilities</p>	<p>All staff clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.</p> <p>Whole school community aware of issues relating to Access.</p>	<p>Ongoing involvement as appropriate</p>	<p>All children successfully included in all aspects of school life.</p> <p>Increase in access to all school activities for all pupils.</p>

TARGET 2	EXISTING GOOD PRACTICE	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<b>Improve the delivery of information to pupils with a disability</b>		<p>The school will make itself aware of the services available through the LEA for converting written information into alternative formats.</p> <p>The school moves towards an electronic method of reporting to parents.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p> <p>The school has explored electronic reporting methods and is knowledgeable about best practice.</p>	<p>As required</p> <p>By Summer 2024</p>	<p>Delivery of information to pupils and parents/carers improved.</p> <p>The school is able to move forward with electronic reporting to parents</p>

TARGET 3	EXISTING GOOD PRACTICE	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
<b>Improve and maintain access to the physical environment</b>	<p>All access routes are safe and well maintained</p> <p>Level access to the school office created</p> <p>Information circulated to relevant staff on Access to Work scheme</p> <p>Interior and exterior lighting is good.</p> <p>Steps and other trip hazards clearly marked with yellow paint</p> <p>Access plansEnsure there is a personal emergency evacuation plan for all disabled pupils. for individual disabled children as part of the IEP process.</p> <p>Staff to share SEND information as appropriate with volunteers and support staff to ensure continuity of care for the children</p>	<p>Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child as required</p> <p>Ensure all staff are aware of their responsibilities in evacuation by being aware of the SEN information</p> <p>Ensure staff are aware of need to keep fire exits clear. Site supervisor to ensure paths are clear of ice and leaves etc.</p>	<p>The school will be able to offer full access if/when required through use of stairs lifts and lifts if deemed reasonable.</p> <p>A lift in the tower block will provide access to the Staffroom and Y3-6 if required.</p>	<p>As required</p> <p>Annual questionnaire</p> <p>Asset Management plan for the school - lift is a need only/long term plan for the school</p> <p>As required/ return to work interviews</p>	<p>The physical environment is accessible to all with reasonable adjustments</p>

Plan updated: March 2022

Approved by the FGB: March 2022

To be reviewed: Spring 2025

