

# Sibford Gower Endowed Primary School

## POLICY DOCUMENT

### Accessibility Plan 2021– 2024

This Accessibility Plan has been drawn up by the governors of the school. It covers the period from September 2021 to July 2024

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

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.

#### **Objectives**

Sibford Gower Endowed Primary School is 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 within the school. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Sibford Gower Endowed Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant actions to:

1. 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.
2. 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 their peers. (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.

3. Improve the delivery of **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 on request in various preferred formats within a reasonable time frame.

Attached is an Action Plan, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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

- Access to Education for Pupils with medical needs
- Admissions Policy
- Critical Incident Plan
- Behaviour & Discipline Policy
- Educational visits Policy
- WMAT Equality Policy
- Equality Policy Impact Statement
- Health & Safety Policy
- Home/School agreement
- Special Educational Needs/ Inclusion Policy
- School Improvement Plan
- Staff Professional Development/Performance Management Cycle
- Curriculum Policies
- Teaching and Learning Policy

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority/directors. 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.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Local Academy Committee

The Accessibility Plan will be published on the school website.

The school will work in partnership with the wider Warriner Multi- Academy Trust in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## Sibford Gower Endowed Primary School: Accessibility Plan 2021-24

<b>A. Gathering Information</b>					
<b>Target</b>	<b>Actions</b>	<b>2021-22</b>	<b>2022 to 2023</b>	<b>2023 to 2024</b>	<b>Responsibility</b>
<b>To implement and maintain a monitoring system to support pupils with a disability.</b>	Maintain a register of children with a disability. Monitor patterns of attendance. Monitor participation in off-site activities and residential visits. Record pupil achievements.	Yes	Yes	Yes	Head teacher Teachers Educational Visits Coordinator (WMAT)
<b>To ensure the needs and aspirations of groups of users are met and understood.</b>	Carry out parent, pupil, stakeholder questionnaires/discussions to seek the views of those with disabilities. Develop a section in the Admissions Form to seek information re: disabilities.		Yes		Head teacher/Governors

<b>B. Increasing the extent to which disabled pupils have access to the school curriculum</b>					
<b>Target</b>	<b>Actions</b>	<b>2021-22</b>	<b>2022 to 2023</b>	<b>2023 to 2024</b>	<b>Responsibility</b>
<b>To ensure the school develops children's awareness of disability.</b>	Review PSHE curriculum to ensure disability awareness is taught effectively. Provide opportunities for children to meet with people with a variety of disabilities. Review provision in other areas of the curriculum eg. P.E. Purchase books and other resources that promote positive images of disability Invite disabled speakers/visitor to school assemblies, events.	Yes	Yes	Yes	PSHE Lead. Subject Leaders. Head teacher Teachers
<b>To ensure all pupils have full access to trips and extracurricular activities.</b>	Risk assessment prior to trips. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities. Review policy Supporting children in school with medical needs.	Risk assessments	Risk Assessments  Review policy for supporting children with medical needs (July 2022)	Risk assessments	HT/Teachers
<b>Differentiation/scaffolded support in Teaching</b>	SLT and SENCo to monitor quality of provision for DSEN pupils. (In line with monitoring cycle)	Yes	Yes	Yes	HT/ AHT/ SENCo/Class teachers
<b>Classrooms are organised to promote the participation and independence of all pupils</b>	SLT to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class. (In line with monitoring cycle)	Yes	Yes	Yes	HT/AHT/ SENCo

	Classes are physically arranged to allow access to all learning activities by all pupils.	Yes	Yes	Yes	HT/AHT/ Class teachers
<b>Staff training in supporting pupils with DSEN – focus on 4 most common areas of need.</b>	SENCO to deliver training on SEND Code of Practice, linked to staff turnover.	Update for new staff as needed.	Update for new staff as needed.	Update for new staff as needed.	HT/SENCO to organize.
	Ongoing training, e.g at Warriner for TAs and teachers as necessary/desirable	Yes	Yes	Yes	HT/Teachers/TAs as part of training/CPD cycle.
	Seek advice from outside agencies, as appropriate, to ensure that training and support in response to the needs of individuals is as informed as possible.	As appropriate	As appropriate	As appropriate	HT/SENCO to organize

<b>C. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services</b>					
<b>Target</b>	<b>Actions</b>	<b>2021-22</b>	<b>2022 to 2023</b>	<b>2023 to 2024</b>	<b>Responsibility</b>
<b>To provide appropriate access to all users.</b>	Seek information on the needs of users and pupils Ensure all staff and visitors are aware of presence and location of portable wheelchair access ramp. Clearly signal access to toilets for wheelchair users and those with mobility issues. Provide aids for those who are visually impaired as necessary—eg. mark edge of steps.	Yes	Yes	Yes	HT/Govs Govs
<b>To ensure that disabled adults are considered equally with others for posts in the school.</b>	To welcome all applicants for teaching, TA and other posts. To encourage all members of the community to consider becoming a Governor.	Yes	Yes	Yes	Govs/ HT
<b>To ensure appropriate support for disabled pupils in the event of emergency evacuation.</b>	Ensure PEEPs (Personal Emergency Evacuation Plan) in place for those pupils who are unable to independently follow procedures for any reason. Reviewed, updated and shared at least annually.	If needed	If needed	If needed	Head teacher All staff
<b>To improve ease of access for all.</b>	To introduce a simple hand rail/support at entrance steps to the left of main reception.	If budget permits			HT/Govs

<b>D. Making written information accessible to pupils in a range of different ways.</b>					
<b>Target</b>	<b>Actions</b>	<b>2021-22</b>	<b>2022 to 2023</b>	<b>2023 to 2024</b>	<b>Responsibility</b>
<b>On request to review information to parents/carers to ensure it is accessible</b>	Ask parents/carers about access needs when a child is admitted to the school. Ask parents/carers and children about access to information in review meetings	Yes	Yes	Yes	HT/Teachers
<b>To increase support for parents of children with a disability</b>	Encourage parents of children with a disability to support their children's education. To discuss parental support needs as part of regular review meetings	Yes	Yes	Yes	Everyone HT/SENCO/ Teachers/TAs
<b>To help children become more aware of their own learning strategies and access needs.</b>	Give children opportunities to experience different learning approaches/strategies and reflect upon themselves as learners using approaches such as BLP and My Personal Best	Yes	Yes	Yes	Teachers/TAs

# **Sibford Gower Endowed Primary School**

## **POLICY DOCUMENT**

### **Accessibility Plan 2021 – 2024**

**Reviewed by:**

Headteacher

Assistant Headteacher

SENCO

SEND Governor

Health & Safety Governor

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**Approved by the Local Academy Committee on 23<sup>rd</sup> June 2021**