

Accessibility plan 2023 - 2026



Sandhurst Primary School

Approved by:

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1. Statement of intent

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 pupils with disabilities can participate in the curriculum
- › Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to pupils with disabilities

At Sandhurst Primary School, we are committed to inclusive practice, working together to provide equality of access to an exciting and engaging learning environment where all children are challenged to reach their full potential. We believe that children should feel safe, valued and happy and will continuously strive to ensure that everyone is treated with respect and dignity. This involves providing access and opportunities for all children without discrimination of any kind. We are committed to the need to make reasonable adjustments to accommodate individual needs where practicable, and this will include;

- › Teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits and trips
- › The provision of specialist or auxiliary aids and equipment
- › The need to maintain and facilitate access to the physical environment of the school, adding specialist facilities as necessary
- › Ongoing work to review and improve the delivery of information to both adults and pupils who have a disability.

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

2. Aims and objectives

At Sandhurst Primary School our aims and objectives are;

1. To promote equality of opportunity for all pupils
 2. To eliminate discrimination based on sex, race, disability, religion or belief or sexual orientation
 3. To eliminate bullying based on sex, race, disability, religion or belief or sexual orientation
 4. To promote positive attitudes towards disability
 5. To improve and maintain access to the curriculum for all pupils
 6. To ensure equal access to information for all groups of children/parents and carers
 7. To Improve and maintain access to the physical environment.
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3. Legislation and guidance

Under the Equality Act 2010, the Accessibility Plan is a statutory document whereby “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

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities.

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](#).

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.

4. Action plan

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

IMPROVING THE CURRICULUM ACCESS

AIM	ACTIONS	PERSON/S RESPONSIBLE / MONITORING	TIMESCALE	SUCCESS CRITERIA
<p>Equal access to learning and in class provision</p>	<ul style="list-style-type: none"> ○ Review the curriculum to make sure it meets the needs of all pupils, raises awareness of disability and presents disability in a positive way. ○ Review the P.E curriculum to include disability sports and to ensure P.E is accessible to all pupils. ○ Display positive images of disability around the school and opportunities for people with a disability to be presented as a positive role model. ○ Track curriculum progress for all pupils, including those with a disability. ○ Observations to be carried out within class to ensure children with a disability can access sessions and have access to equipment and adapted resources as needed. ○ Special Education Needs and Disability Co-ordinator (SENDCo) to liaise with external agencies and support services to assess children's needs and to incorporate strategies and support within the classroom and around school for children who need specific equipment and adaptations. ○ Ensure staff have specific training on disability issues as needed. ○ To ensure that access arrangements for statutory assessments are applied for and put place for children with a disability as needed. 	<p>Senior Leadership Team, SENDCo and all subject leaders to monitor through annual evaluations of Schemes of Learning.</p> <p>Identify training needs at regular meetings for staff and support staff.</p>	<p>Ongoing</p>	<p>All pupils have equal access to a broad and balanced curriculum.</p>

AIM	ACTIONS	PERSON/S RESPONSIBLE / MONITORING	TIMESCALE	SUCCESS CRITERIA
All school visits and trips to be accessible to all pupils	<ul style="list-style-type: none"> ○ Consider and plan for accessibility when planning school visits, ensuring venues and transport are assessed for suitability ○ Risk assessments to ensure that all children including children with physical disabilities can access trips ○ Ensure all staff are fully briefed with regards to children with Special Educational Needs and Disabilities (SEND) 	Senior Leadership Team to sign off school visit risk assessments	Ongoing	All pupils are able to access all school visits and take part in a range of activities.
Ensure that pupils with a disability can take part equally in whole school events and extra-curricular activities.	<ul style="list-style-type: none"> ○ Ensure whole school events can be adapted to include all children. ○ Discuss with staff running after-school clubs or lunch time activities to ensure support and access is in place for pupils with a disability ○ Monitor attendance of pupils with a disability at lunchtime and after-school clubs. ○ Monitor attendance of adults with a disability at whole school events, parents' consultations and curriculum evenings. 	<p>Senior Leadership Team</p> <p>Parent registration at events as appropriate and parent feedback and evaluations</p>	Ongoing	All pupils are able to participate in whole school events and extra-curricular activities.

IMPROVING THE PHYSICAL ACCESS

AIM	ACTIONS	PERSON/S RESPONSIBLE / MONITORING	TIMESCALE	SUCCESS CRITERIA
To be aware of the access needs of pupils with a disability, staff, parents and carers.	<ul style="list-style-type: none"> ○ Ensure the school staff and Governors are aware of access issues around the school building ○ Create access plans for individual pupils with a disability as part of the SEND process and school policy ○ Ensure a Personal Emergency Evacuation Plan is prepared or reviewed if someone at school becomes physically impaired. 	<p>Head Teacher, SENDCo</p> <p>Monitored through regular audits and briefings in staff meetings.</p>	Ongoing	<p>All pupils and adults have full access to all areas of the school.</p> <p>Personal Emergency Evacuation Plans are in place as needed.</p>
To evacuate all pupils with a disability safely from the school building.	<ul style="list-style-type: none"> ○ Ensure there are fire exits around school that are suitable for people with a disability. ○ Ensure staff are aware of the need to keep fire exits clear ○ Ensure all pupils with a physical disability can be safely evacuated from the building in the event of an emergency. ○ Pupils to have a Personal Emergency Evacuation Plan if needed. ○ Ensure regular health and safety checks of the school and its surroundings 	<p>Head Teacher, SENDCo</p> <p>Monitored through regular site surveys and weekly fire alarm tests.</p> <p>Premises Officer</p>	<p>Ongoing</p> <p>Annually</p>	<p>All pupils and adults to be evacuated safely from the building.</p>

AIM	ACTIONS	PERSON/S RESPONSIBLE / MONITORING	TIMESCALE	SUCCESS CRITERIA
<p>To maintain and make reasonable adjustments for pupils with a disability in classrooms and around the school.</p>	<p>To ensure planned alterations to the building comply with guidance on sight impairment and physical disability.</p> <p>To regularly audit access and safety for pupils with a disability including</p> <ul style="list-style-type: none"> ○ Location of handrails ○ Resources stored at an accessible height ○ Communication in print around school to help pupil's understanding and visual recognition ○ Interior and exterior lighting in the school ○ High visibility markings on steps, equipment and handrails ○ Ramps ○ Toilet access for pupils with a disability ○ Fire alarms flash to signal activation ○ Outdoor play equipment 	<p>Head Teacher, SENDCo</p> <p>Monitored through regular site surveys.</p> <p>Premises Officer</p> <p>Monitored through regular site surveys.</p>	<p>Annually and as new children join the school throughout the year</p>	<p>All pupils and adults to feel safe in school and to be able to access all areas of the building and school grounds.</p>

IMPROVING THE AVAILABILITY OF ACCESSIBLE INFORMATION

AIM	ACTIONS	PERSON/S RESPONSIBLE / MONITORING	TIMESCALE	SUCCESS CRITERIA
To provide a range of communication methods for pupils with a disability and parents / carers.	<ul style="list-style-type: none"> ○ To make large-print documents available on request ○ To ensure that internal signage / classroom labelling is clear ○ To ensure access to and the appropriate use of assistive technology such as sound recorders, e-pen readers, braille, induction loops as advised by external agencies eg Speech and Language, Occupational Therapy, Sensory Team ○ To ensure the use of practical, pictorial or symbolic representations to support with communication 	<p>Senior Leadership Team, SENDCo and class teachers</p> <p>Monitored through external agency review reports.</p>	Ongoing	Pupils with a disability have access to forms of communication that best suit their needs.
To ensure accessible information for with parents / carers	<ul style="list-style-type: none"> ○ To hold regular SEND Forum meetings for parents/carers to access support and advice from the SEND team. ○ To ensure that the latest school SEN Information Report, SEND Policy and Sandhurst Primary Local offer are accessible on the school website ○ Ensure parents /carers can meet and contact the SENDCo at any time. ○ To ensure regular parents' consultations meetings with class teacher and regular review meetings. 	<p>Senior Leadership Team, SENDCo and class teachers</p> <p>Monitored through parent feedback and evaluations</p>	<p>Termly</p> <p>Annually</p> <p>Ongoing</p> <p>Termly</p>	Communication between parents / carers and school is strong. Parents / carers can confidently contact SENDCo for support and advice.
Pupil voice	<ul style="list-style-type: none"> ○ To ensure that there is representation of pupils with disabilities on school council. ○ Children are given the opportunity to share their views through use of talking mats to support this if needed. ○ Adaptations are made as needed. 	<p>PSHCE Subject Leader / SENDCo</p> <p>Monitored through regular meetings and opportunities for pupil voice.</p>	Ongoing	Pupils' voice is heard and acted upon.

5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the SENDCo, Head Teacher and Chair of Governors.

6. Links with other policies

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

- › Equality, diversity and inclusion policy
- › Special educational needs (SEN) information report
- › SEND policy
- › Supporting pupils with medical conditions policy
- › Health and Safety policy

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.

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