

Accessibility Plan

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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.

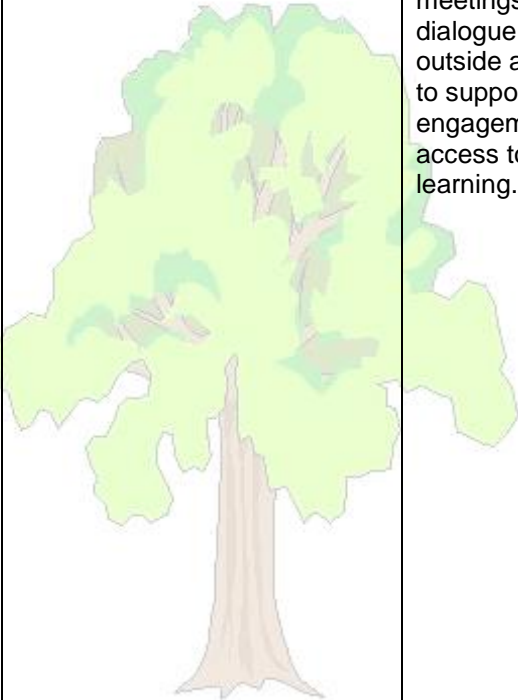
Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments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

3. Action plan

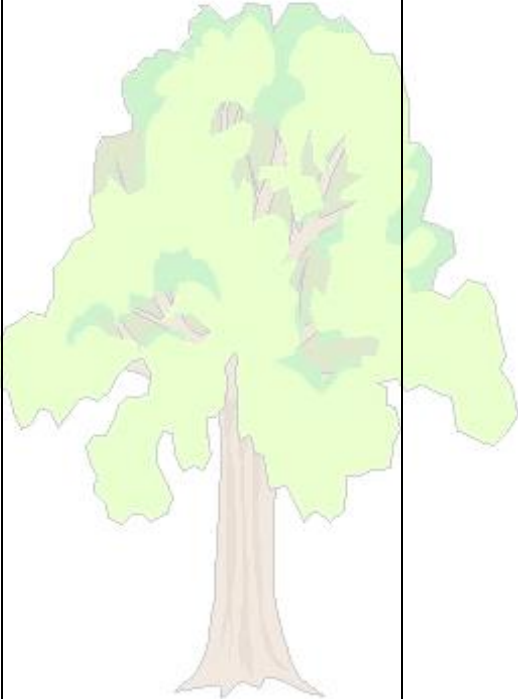
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Curriculum Access						
Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date for completion	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Teaching staff have been trained to use ‘Adaptive Teaching’ strategies designed to support all learners, including SEND learners, to access the same learning outcome as their peers.</p> <p>The learning environment and delivery of learning is always accessible to all learners, including those with SEND.</p>	<p>Mainstream core standards are consistently in use by all teachers to ensure access to the curriculum for all learners.</p> <p>To continue to provide access to Quality First Teaching for all pupils.</p> <p>Teaching approaches adapted to suit the needs of a wide range of learners.</p>	<p>Continue training TAs on the new Mainstream Core Standards (MSC)</p> <p>Ensure all staff use SEN outcomes to inform their planning and ensure the needs of all</p>	<p>SLT</p> <p>SLT</p>	<p>On going</p> <p>On going</p>	<p>Planning and lessons will demonstrate that MSC and SEN outcomes have been considered and all children needs will be met.</p> <p>Book looks show examples of adaptive teaching</p>

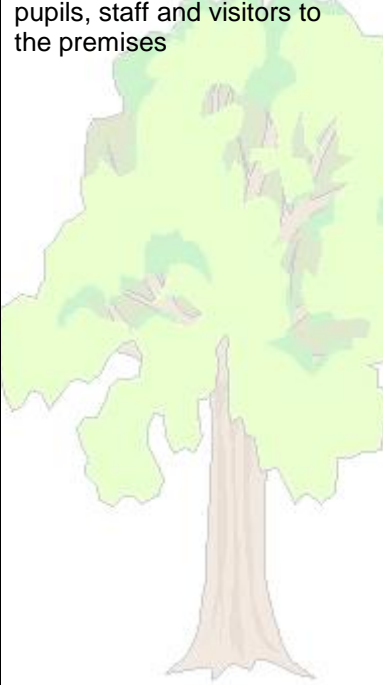
	<p>In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. precision teaching, mentoring, small group teaching, use of ICT software learning packages.</p> <p>All clubs, trips and activities offered to pupils at Senacre Wood are available to all pupils. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity</p> <p>Personalised plans are in place for key pupils to ensure small steps of progress are recorded.</p> <p>The curriculum is reviewed by all leaders to ensure it meets the needs of all pupils.</p> <p>Consideration is given to accessibility for identified children relating to sensory and emotional regulation needs, and the school learning environment ie. wobble cushions, weighted lap-mats, therapy bands, sensory</p>	<p>Children are able to engage, participate and achieve regardless of their individual needs.</p> <p>TA feedback used to inform next steps in a pupils' learning</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> <p>To continue to develop links with local specialist provision for the benefit of all children</p> <p>To continue to follow relevant recommendations and suggestions of strategies and resources from outside professional agencies (such as Community Paediatrics, OT,</p>	<p>children are being met</p> <p>Ensure new key workers/TAs to the school receive appropriate training</p> <p>Review recommendations on reports, letters, training, LIFT and meetings. Research</p>	<p>SLT</p> <p>SENCO</p>	<p>On going</p> <p>ongoing</p>	<p>strategies so all pupils can access the learning.</p> <p>Inclusion audit and learning walks/book scrutiny reflect that all pupils are fully able to access the curriculum.</p> <p>Support staff able to work with increased knowledge and appropriate resources for pupils.</p> <p>All staff confident to work with increased knowledge and appropriate resources to follow professional recommendations for pupils</p>
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	<p>circuits, ear defenders, weighted cushions, wobble boards, sensory trays, etc</p> <p>Consideration is given to accessibility for identified children relating to communication and interaction needs, and the learning environment ie. use of visual timetables picture prompts, Communication boards, Widget.</p> <p>Consideration is given to accessibility for identified children who are unable to access the school site due to illness or infection control ie. Live-streaming via robot AV1, sharing curriculum plans with hospital schools, sending resources to the student to increase engagement.</p> <p>Pupil progress meetings identify potential barriers to learning and provision maps are written to identify specific strategies to reflect individual needs. These are reviewed on a termly basis by class teacher and SENCO.</p> <p>Staff receive targeted training in dyslexia, ADHD and ASD friendly approaches.</p>	<p>Physio, Speech, STLS, CAMHS, Educational Psychologists etc).</p> 	<p>suggested resources and strategies. Purchase where necessary.</p> <p>Engage in meetings and dialogue with outside agencies to support engagement and access to learning.</p>			
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	<p>Ensure support staff are clear about learning outcomes for children they are supporting</p> <p>Existing subject policies have been reviewed to include a section explaining equal opportunities and inclusion for all learners in each subject</p>					
Access to Information and Services						
Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date for completion	Success criteria
<p>Improve the delivery of information to pupils with a disability</p>	<p>Language Line has been purchased to ensure EAL parents access all information available to them.</p> <p>School website has translation facility built in to ensure EAL parents have access to the main website pages</p> <p>Newsletters have an accessibility option available, built in the page</p> <p>Seesaw supports audio accompaniment to aid parents that are unable to read homework/ spellings – this is utilised for identified families</p> <p>SENCO ensures early communication with external health and other agencies prior to admission.</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> <p>Disabled people aware of facilities through the school's website, newsletters, leaflets, SENCO and FLO support</p>	<p>Signs to indicate routes and facilities available ie disabled parking bay and wheelchair friendly routes around the school.</p> <p>Disabled people to be made aware of wheelchair access to all parts of the school and the location of facilities within the building.</p>	<p>SENCO/HT</p>	<p>By end of 2024</p>	<p>Disabled people are aware of wheelchair access to all parts of the school and the location of facilities within the building.</p> <p>Staff to be confident in meeting pupils' medical needs so they have full access the curriculum</p> <p>Parents have access to advice and support from external agencies.</p>

	<p>School staff receive training on a needs basis for specific conditions such as diabetes, epilepsy, asthma, etc,</p> <p>Care plans are formulated by SENCO with parent/carers to ensure all stakeholders understand the needs of a child and how best to support them.</p> <p>Medication request forms completed when they opt for school staff to administer medications</p> <p>Full time FLO develops excellent working relationships with families to ensure appropriate support is provided.</p> <p>SLT and FLO are always present on the school gates at the beginning and end of the day to ensure ease of communication for parents/carers.</p> <p>Emergency evacuation and Dynamic lockdown procedures are displayed, with picture symbols, in all learning rooms.</p>					
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Physical Access						
Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date for completion	Success criteria

<p>Improve and maintain access to the physical environment</p>	<p>Slopes have been built to eliminate steps from Key Stage 1 playground to Key Stage 2 playground.</p>	<p>Physical accessibility into and around the school increased for all users.</p>	<p>Ramp to be completed and signed off by KCC</p>	<p>HT</p>	<p>End of March 2024</p>	<p>All new capital projects maximise access and reasonable adjustments ie grab rails and toilet frames</p>
	<p>Slopes have been built to eliminate steps from outside classroom doors, mat-wells in classrooms filled to create one level.</p> <p>Frequent assessment and maintenance of yellow step edging to aid visually impaired persons is in place. SENCO works alongside the Physical Specialist teacher service when necessary to ensure all children can access the physical learning environment.</p> <p>A smaller table has been placed in the dining room to allow children who need chairs with backs to use the dining area. Adjustable work benches have been installed in the Art Studio to cater for Heathfield chairs, backed chairs and wheelchairs.</p> <p>A wheelchair access ramp is currently being built between Key Stage One playground and Key Stage One classrooms</p>	<p>Environment is consistently fit for purpose and meets the accessibility needs of all pupils, staff and visitors to the premises</p> 	<p>Conduct an annual audit of all classrooms to check they are accessible and DDA compliant.</p> <p>Continue to ensure steps around the school are clearly demarcated</p>	<p>HT/Office manager</p> <p>Caretaker</p>	<p>Annually</p> <p>On going</p>	

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 assessments
- 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

