



Sandridge Primary School Accessibility Plan

The policy was reviewed and ratified by the Governing Body on 30th November 2023.

This policy will be reviewed, in full, by the Governing Body every three years.

It is due for review in November 2026.

Legal background

Under the Equality Act 2010, schools should have an Accessibility Plan. 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”.

The Accessibility Plan is listed as a statutory document of the DfE’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- (a) He or she has a mental or physical 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.

Aims

- a) The intention of this Accessibility Plan is to provide a plan for a three-year period
- b) The Plan is structured to complement and support the school’s Equality Plan and, will similarly, be published on the school’s website
- c) Sandridge School is committed to providing an environment that enables full curriculum access that 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 taking positive action with regard to disability and in further developing a culture of inclusion, support and awareness within our school
- d) This 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. The Plan contains actions to:
 - 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 the able-bodied pupils;
 - improve and maintain access to the physical environment of the school, adding specialist facilities as necessary; and
 - improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples may include hand-outs, timetables, books and information about the school and events. The information should be made available in various preferred formats (within a reasonable timeframe)
- e) The Plan relates to the key aspects of the physical environment, curriculum and written information
- f) Whole school training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010
- g) This Accessibility Plan should be read in conjunction with the following school policies:
 - Behaviour Policy

- Equality Plan
- Health and Safety Policy
- School Development Plan
- SEND Policy and Information Report

- h) The Accessibility Plan will be published on the school website
- i) The Plan will be monitored via full Governing Body meetings
- j) The school will work in partnership with the Local Authority in developing and implementing this Plan

Current good practice

We aim to ask about any disability or health condition in early communication with parents and carers. For parents and carers of children already at the school, we ask them to inform us of any changes if and when they occur.

Physical environment

Access to the site for visitors is via a set of steps. However, we are able to open the side gates of the playground, if needed, to allow easier access. Parents (at the start and end of the day) can access through the playground gate – there are no steps from the playground to the main reception area.

Each classroom has an external exit door and either several steps down to the playground or one deep step. However, there is a ramp from the Y5/6 corridor to allow access to and from the building when required. The steps from the classrooms have a bright yellow trim on them so can be seen by anyone with a visual impairment. All corridors have large modern doors which can be opened up more widely to facilitate wheelchair access.

Where a child has needed support due to a disability, the school makes every possible arrangement to ensure they have access to the school site. If required, a risk assessment is carried out and shared with the child and parents who can also contribute to the assessment.

Where a parent (with a child), visitor or staff needs access to the school via the playground, arrangements can be made so that a parking space is reserved near the playground's double gates.

Curriculum

Following the National Curriculum, teachers set high expectations for every pupil and plan a refined curriculum for those pupils that require it. Teachers are skilled in identifying pupils' needs and overcoming potential barriers (supported by the SENCo where necessary). We adhere to the Code of Practice 0-25 (2015) with a focus on high quality teaching for all. Adaptations are made to some areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum may present particular challenges, for example: P.E for pupils with a physical impairment. However, adjustments are made to the equipment, resources, vocabulary, support given, outcomes required and physical environment to ensure that children can have access. To support pupils with a particular disability, advice and guidance may be sought from external professionals including Occupational Health or medical consultants that are familiar with the child. Staff may also seek guidance from the 'Safe Practice: in Physical Education, School Sport and Physical Activity' book which provides ways to make sport more inclusive for children with disabilities.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. When necessary other formats of communication can be sourced e.g Braille, large print, Widgeit, language other than English (translators or Google Translate if necessary).

Access audit

Access to the school grounds is via three pedestrian entrances. Both entrances off the playground have lockable gates; the third entrance is operated by a 'key pad' (visitors are 'buzzed in' by office staff).

All visitors to the school report to the school reception area. This is situated at the front of the school and is accessible from all entrances. We have procedures in place to assist any pupil or visitor with a physical disability.

Most external doors require a code for access which is given to staff only. Visitors wait in the 'holding area' in the reception area until granted access by one of the office staff.

School facilities

There is a designated disabled parking bay at the side of the school closest to the reception area.

Our fire alarm system provides aid for people with impaired hearing.

The school has a unisex disabled toilet in the Y5/6 corridor.

Visually contrasting colours are used on all external signage.

All doorways have wheelchair access.

Where children or adults have a physical disability, where appropriate, a risk assessment will be undertaken and a designated escort will be available in case of evacuation. Should any information be inaccessible to any stakeholder, the school can arrange either to translate, read and/or explain the contents.

The school will endeavour to make reasonable adjustments whenever necessary.

All pregnant employees have a risk assessment which is reviewed throughout their pregnancy and also upon their return to work.

School Layout

The school is made up of a main building and a small external 'studio' building – the main building contains the reception area and all classrooms. This building is all on one level (though there is a step from the KS1 classroom doors to the small playground and a few steps out from the Y4, Y5 & Y6 classroom doors to main playground). However, a ramp runs from the bottom of Y5/6 corridor leading out to both playgrounds. Access to the whole of the school grounds is made possible by walkways incorporating slopes.

Once a term, a member of the Governing Body undertakes a Health and Safety audit. Included in this review is a check of the building to ensure there are no potential hazards.

Classroom facilities

All classrooms have external doors.

To improve acoustics throughout the school for people with impaired hearing, all classrooms are carpeted.

Sandridge School Accessibility Plan 2023 – 2026

How we plan to increase the extent to which disabled pupils can participate in our school curriculum.

Aim: To increase the extent to which disabled pupils can participate in the school curriculum.
 Aim: To reduce and eliminate barriers to the curriculum and to ensure full participation in the school community for pupils with a disability.

Target / issue	Strategy / action	Resources	Time scale	Success Criteria
All children have access to a broad and balanced curriculum	New Sandridge curriculum enables all children access to the curriculum. Lessons to be adapted and scaffolded for targeted pupils. Planning scrutiny, pupil voice and book feedback. Children have the necessary support to access the lesson (e.g adult, resources). Extra time to complete work (or school / statutory assessments following guidance). <i>Led by SLT</i>	Staff meetings SL monitoring	Termly	All children will have access to the Sandridge curriculum. Lessons will be adapted and/or scaffolded to ensure all children can access all subjects.
School visits are accessible for all children	Contact the venue. Risk assessment of the venue / site. Action plan in place. Contact insurance company if required. Assess what the child can and can't do (seek external advice if necessary). <i>Led by class teachers / OVC</i>	Meetings PGL visit All venues	As required Every April-PGL	All children will take part in offsite visits and PGL.
Staff provide alternative ways of giving access to experience or understanding disabled children in P.E	Staff training where required. External advice sought and followed. Safer Practice in P.E, schools & physical activity book used to support. Use of expert sports coaches to adapt lessons and activities. Discussion with pupils. <i>Led by SENCo / PE Leader</i>	Staff meetings Training Cost of coaches	Ongoing	All disabled children are able to take part in exercise and P.E.
Staff identify barriers to children's learning and participation	Provision map identifies barriers to learning. SEND training. Use of 'barriers and solutions' documents. Regular TA briefings. SEND surgeries. Pupil voice. <i>Led by SENCo</i>	Staff meetings Training PPA	Revised provision map	All staff understand the barriers to learning for the children in their class.
Lessons are responsive to the diversity of our children in our curriculum and resources	Resources will reflect the needs of pupils. Teachers will plan and use a wider range of images of people with additional needs in the classroom. Pupil voice about diversity and the curriculum. <i>Led by SLT</i>	Books Visitors to the school	Autumn 2023 and ongoing	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel 'seen' in the curriculum.
Ensure that the medical needs of all pupils are met fully within the capability of the school	Annual review of health care plans with parents. Liaise with external agencies. Make relevant referrals to external agencies where required. Identify staff training needs. <i>Led by HT / SENCo</i>			
Appropriate use of specialist equipment to benefit individual pupils and staff	iPad or Chromebook to support children with difficulties. Use of sloping boards, grips for pens / pencils. Colored overlays or coloured paper. Ear defenders. Wobble cushions and weighted blankets. Fidget & chew toys.	Audit of resources Cost of resources Training	Ongoing	SEND children have appropriate equipment and resources which supports their learning and removes barriers.

	Visual timetable in all classrooms. <i>Led by SENCo</i>			
Appropriate use of intervention and their success and impact on children's progress.	Track and evaluate the impact of interventions. A wide range of interventions in place. <i>Led by SENCo</i>	Resources required to lead intervention	Ongoing Termly evaluations	Evidence that children are making progress and that interventions are having an impact on learning.
Effective communication with parents of SEND pupils	Termly SEND consultations with parents to review Support Plans and set targets. Termly pupil voice. Annual review meeting for children with SEND. <i>Led by SENCo</i>	Up to date support plans and EHCPs Meeting space	Termly	Increased engagement of parents in supporting their child's progress.

How we plan to improve the physical environment of our school for disabled pupils.

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target / issue	Strategy / action	Resources	Time scale	Success Criteria
Ensure that children with disabilities can access all areas of the school site	Individual risk assessment for each pupil. Regular meetings with parent / carer. Ensure all staff are informed of the pupil's plan and risk assessment. Designated adult to support child. <i>Led by HT / SENCo</i>	Meeting time Staff briefings	Ongoing	Pupil can access all areas of the school and site (with support).
Tactile signage used to assist pupils / adults in the school building	Large font signs for emergency exits. Use Widget and dual coding word / pictures across the school. <i>Led by HT / SENCo / Caretaker</i>	Widget Laminating Admin time	Autumn 2024	Widget (dual coding) pictures and prompts will be around the school. This will support pupils who require visual prompts to access all areas of the school.
Anticipatory measures to support pupils moving around the school.	Disabled pupils sitting near the fire-exit or doors for quick or emergency exit. Adult support as necessary for accessing or moving around the school. School is kept clean and tidy – no mess or hazards. Fire exits are kept clear. <i>Led by class teachers / Caretaker</i>	Planning time for room layout Cleaning time	Ongoing	Pupils are able to access the school more easily with measures in place.
Furniture and equipment is carefully selected and located appropriately to support pupils with SEND.	Work with external professionals to identify specific equipment and/or furniture to support learners. <i>Led by SENCo</i>	Cost Meeting time	Ongoing	School purchases appropriate furniture and equipment as necessary.
Ensure that pupils feel safe and involved at playtimes.	Play leaders / sports ambassadors to encourage pupils to join in games. Peer mediation to be set up <i>Led by PE Leader</i>	Meeting time Peer mediation training	Ongoing Autumn 2025	Children feel safe in school and can participate in a number of games and activities. Peer mediators in place and working successfully.
Maintain pupils' safety around the school – safe access round the interior and exterior of the building.	Ensure all areas are safe and cleared to ensure pupils are safe and walkways and other areas are clear. Communication with parents / carers via newsletters / website / letters / meetings. <i>Led by Caretaker / HT</i>	H&S audits Premises walks Governor visits	Ongoing Termly H&S audit Annual H&S audit	All visitors, staff and pupils have safe access throughout the school.

Ensure access for all SEND pupils at after-school clubs and reasonable adjustments are made to enable participation.	Audit SEND pupil use of clubs and extended services. Risk assessments put in place if needed. <i>Led by PE Leader / HT</i>	Club registers Risk assessment	Termly	Increased access of SEND pupils at after-school clubs.
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How we plan to improve the delivery of information to disabled pupils.

Aim: To improve the delivery of information to disabled pupils.

Target / issue	Strategy / action	Resources	Time scale	Success Criteria
Review documentation on website to check accessibility for parents.	Ensure documents are accessible to everyone using commonly known vocabulary. Office staff to be aware of parents / cares who may need support in accessing materials and assisting with this. <i>Led by Office Manager</i>	Office time HT time Governor time	Ongoing	Office staff know which parents / carers may require additional support. Parents / carers will know what is happening at school.
Written materials are available in different formats to support all types of learners.	Provide parents / cares with hard copies of letters or work where necessary. Office staff able to use Google translate where necessary. Ensure parents with visual impairments can access or enlarge papers. Invite parents / cares who may need support with completing forms into the office. <i>Led by office staff</i>	Office time	Ongoing	Parents and carers can access relevant information from school.
Improve use of pictorial communication systems (Widgit) to support all types of learners.	Use Widgit to make classroom resources (e.g social stories, timetables, word mats, sentence starters). SENCo to train staff. <i>Led by SENCo</i>	Training time	Autumn 2024	All staff aware of disabilities of pupils in their class. Staff all using Widgit to support learners. Pupils can identify and successfully use the pictorial communication system.