

Sithney Community Primary School Accessibility Plan 2023-24

An accessibility plan must show how school access is to be improved for pupils/students, staff and visitors with disabilities in a given timeframe. It must anticipate the need to make reasonable adjustments where ever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act – see SPCMAT Equality and Provision Map May 2018					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all staff are aware of the requirements of the Equality Act	The SPCMAT Equality Policy is part of the 'essential reading list' for all existing staff and is part of the induction programme for all new staff	S French HT	Short term	From Aut 18	All staff have signed to say they have read and understood the policies on the essential reading list
Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
The entrance to the school is fully accessible	The door is wide enough to accommodate a wheelchair and on one level.	S French HT	In place		Premises issues are reported to premises as soon as noted by HT and secretary via parago.
The layout of all areas allows access for pupils and adults of all needs to move freely around school	All doors are wide enough to accommodate a wheelchair is maintained Full access to main outside play area with ramps from both buildings is maintained	S French HT	In place		

	All staff ensure all corridors, walk ways and entrances are kept free of clutter				
Parking arrangements for school are safe and well signed	Office staff ensure disabled parking spaces are kept clear in front of school and community are reminded to use car park where possible.	S French HT	Ongoing		
Disabled toilet facilities are accessible by everyone	Disabled toilet is available for pupil use if necessary and is clearly signed.	S French HT	Ongoing		
Vision and auditory needs are accommodated for appropriately	Actions to reduce background noise and ensure adequate lighting are communicated to premises management to ensure individual needs are met as advised by professionals when necessary.	S French HT H Neil – AHT/ SENDco	As necessary		
SEND are accommodated for appropriately	Staff ensure classrooms and learning spaces are optimally organised for pupils with SEND and implement advice from professionals Appropriate furniture/ accessories are purchased or loaned as appropriate and implemented in school routine	S French HT H Neil – AHT/ SENDco	As necessary		

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes

All pupils and families are involved in school events	The SENDco will monitor the provision for all SEND pupils to ensure they are accessing their full entitlement and ensure personalised support so that pupils can access all activities eg trips, transition, swimming, residential	H Neil – AHT/ SENDco	Short term	From Aut 18	
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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure barriers to learning for pupils with specific needs are reduced	Staff to attend suitable training to ensure barriers to learning for pupils with specific needs are reduced whilst maintaining high expectations. Trauma Informed School training Autumn Term 2020 and whole school half day TIS training Jan 2021	H Neil – AHT/ SENDco	Ongoing		
To ensure pupils with emotional, social or behavioural difficulties are supported in school	Positive behaviour policy and anti-bullying policy regularly reviewed	S French – HT	Ongoing		
	Counselling provision (CHALK) continually reviewed	H Neil – AHT/ SENDco	Ongoing		
	Boxall profile to be introduced to assess needs of vulnerable pupils and implement appropriate actions in class or intervention out of class	S French – HT	Medium term	July 2019	

To ensure pupils with EHCPs have needs met	Staff who work with pupils with EHCplans attend reviews and meetings with parents to ensure actions are accurately identified and implemented	H Neil – AHT/ SENDco	Ongoing		Supply or rearranged rotas may be necessary to release staff to attend
To ensure pupils with SEND have access to all areas of the curriculum	<p>SENCo and HT to work with families and health professionals to ensure accurate plan do reviews, care plans and risk assessments are in place to reduce barriers to accessing all areas of the curriculum including outdoor learning and school trips, and that these are shared with relevant staff</p> <p>Staff ensure all work is suitably differentiated and includes a variety of appropriate activities and includes work in pairs and small group; differentiation by outcome; kinaesthetic activities; variety of recording methods; support from adult and independent work.</p>	H Neil – AHT/ SENDco	Ongoing as necessary		Class provision maps and lesson plans should evidence this as routine practise.
To ensure all pupils have appropriate access to statutory end of KS assessment tests	Due consideration is made for pupils with SEND re access to statutory end of KS assessment tests. Extra time is applied for; readers, scribes are considered where necessary; and disapplication is fully discussed with parents and professionals in good time.	S French - HT H Neil – AHT/ SENDco	Short term	April 2021	
To ensure all pupils have access to appropriate IT	Appropriate Apps and learning programmes are identified,	H Neil – AHT/ SENDco	Long term	July 2021	

equipment and learning programmes	purchased and downloaded and that staff have relevant training. Specialist equipment is acquired as necessary and on advice from professionals eg enlarged keyboard. Audit current level of IT equipment				
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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All members of the school community to access relevant information	Newsletter and notice board to include updates for parent/carer workshops	S French HT	Ongoing		
All members of the school community to have a voice	School forum meetings to be held termly for parents, pupils, staff, community, alumni to communicate strengths and next steps for school	S French HT	Ongoing		
All parents/ carers have access to relevant documents	Support to access, review and complete documents is given when necessary and offered as routine eg EHCplans, plan do reviews, TAC meetings, child in needs meetings etc	H Neil – AHT/ SENDco	ongoing		