



## Sandy Lane Primary School Policies

Accessibility Plan		
Type of policy	Statutory	
Policy owner	SENCO/SBM	
Committee reviewing policy	Resources	
Date last reviewed	January 2019	
Date of next review	January 2022	
On school website	Yes	
Change Control between reviews		
Date	Owner	Changes made

*We believe that this Accessibility Plan is compliant 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 on progress of the Accessibility Plan over a prescribed period.*

1. The Sandy Lane Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with pupils, parents, staff and governors of the school, and will advise other School planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan takes into account the statutory requirements for the setting of Equality Objectives implemented in March 2012.
2. The Accessibility Plan is structured to complement the School's Equality Objectives, and will similarly be published on the School website. We understand that the LA will monitor the School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are 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 in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the School.
4. The Sandy Lane Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the School in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan will contain relevant and timely 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 are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equality Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - 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 within a reasonable timeframe;

- Improve the delivery of written 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 in various preferred formats within a reasonable timeframe;
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information about the School and School events; the information should be made available in various written information.
  6. Whole School training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
  7. The Accessibility Plan should be read in conjunction with the following School policies, strategies and documents:
    - Learning and Teaching Policy
    - Disability Equality scheme
    - Health & Safety Policy
    - Special Educational Needs & Disabilities Policy
    - Behaviour Policy
    - School Development Plan
    - Asset Management Plan
  8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently it remains the responsibility of the governing board. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
  9. Equality Impact Assessment will be undertaken as and when the School's policies are reviewed. The terms of reference for all governors' committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.
  10. The Accessibility Plan will be published on the School website.
  11. The Accessibility Plan will be monitored through the Resources committee.
  12. The School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
  13. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

**Sandy Lane Primary School Accessibility Plan 2019-22: Improving the Curriculum Access**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIME FRAME</b>	<b>ACHIEVEMENT</b>
Revised training and advice given to relevant staff teaching children with gross motor delays and hypermobility.	Physiotherapists and Occupational therapists lead training and advice sessions with all relevant staff. Transition to new working areas providing in a timely fashion. Trained teaching assistants to work alongside children and staff on providing targeted support.	All staff working with named pupils have a clear understanding of the needs and how to ensure the curriculum is fully accessible to them.	Advice given in full within a month of pupils starting a new year or enrolment where possible.	Relevant children are successfully included in all aspects of SLPS and make progress.
Revised training and advice given to relevant staff teaching children with hearing or visual impairments	Trained teaching assistants to work alongside children and staff on providing targeted support.	All staff working with named pupils have a clear understanding of the needs and how to ensure the curriculum is fully accessible to them.	Advice given in full within a month of pupils starting a new year or enrolment where possible.	Relevant children are successfully included in all aspects of SLPS and make progress.
Training for staff in the identification of and teaching children with specific learning difficulties (e.g. ASD/dyslexia)	All staff attend appropriate training. Support via outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these in the classroom	Advice given in full within a month of pupils starting a new year or enrolment where possible	Children with specific needs (e.g. ASD) are successfully included in all aspects of school life.

All extra-curricular activities are planned to ensure they are accessible to all children.	Review all off-site provision to ensure compliance with legislation	All off-site activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Full consideration given before promoting any new extra-curricular activity. Review of repeat activities to ensure compliance	Increase in access to all activities for all pupils
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables consistently across Sandy Lane.	Classes optimally adjusted to needs of individual pupils. Children have ready access to a range of resources to support their learning	Annual review and signing of classroom risk assessments	Full access for all learners to the National Curriculum
Establish training for raising awareness of disability issues	Provide training for school community.	School wide awareness of issues relating to access	Established during 2016-17	School community benefits from more inclusive environment
Ensure relevant children on the SEND register have a provision map in place.	Provision maps reviewed termly for identified children.	Provision map is up to date and forms a key part of the planning process for all pupils.	System led and initiated by SENCO each term and when pupil need dictates	Provision maps in place and highlighted to support needs of individual children.

**Sandy Lane Primary School Accessibility Plan 2016-19: Improving the Physical Access**

Sandy Lane Primary School has many levels and sets of steps. Two lifts are installed to enable access to two main areas of the school. Other sets of steps can be bypassed by using external routes. Some parts of the school – e.g. Year 4 and parts of Year 6 remain inaccessible without using steps. Disabled toilets were added to the main part of the school following a recent refurbishment.

<b>LOCATION</b>	<b>ITEM TO IMPROVE PHYSICAL ACCESS</b>	<b>ACTIVITY</b>	<b>TIMEFRAME</b>	<b>COST (est.)</b>
External playground doors	Consider ramps as appropriate	Exit/Entering school	Review by Sep 20	
Year 4 and Year 6	Review placement of classes to accommodate disabled pupils if required.	Accessing classrooms	Year prior to a child moving to that year group	

**Sandy Lane Primary School Accessibility Plan 2019-22: Improving the Delivery of Information**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written curriculum material in alternative formats	The school will make itself aware of the services available through the LA e.g. Sensory Consortium for converting written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Reviewed annually and when a pupil and/or family are identified as needing support	Delivery of information to pupils and parents/carers improved.
Make available newsletters, bulletin and other letters for parents/carers in alternative formats	Review all current school publications and promote availability in different formats for those that require it. Wide use now made of paperless communication to aid accessibility	School information available for all	Reviewed annually and when a pupil and/or family are identified as needing support	Delivery of information to parents and the local community improved.