



Sandylands Community Primary School

Accessibility Plan – September 2023

At Sandylands Community Primary School we are committed to making our school accessible for all pupils, staff, and visitors, by providing a fully accessible and welcoming environment.

AIMS

Our aims are as follows:

- * To open up the school to the community as a whole.
- * To welcome the inclusion, of all pupils with special educational needs into our school.
- * All pupils are accepted in their own right in all aspects of school life, i.e. the curriculum, the school environment, and its social life.
- * Creation of a welcoming environment, in which individuals are able to learn and to teach effectively.
- * Access by school staff to a range of training and professional development courses, which will enhance their skills in working with a wide range of pupil needs.
- * All pupils have access to pastoral care systems, which are multi-agency and holistic in approach.

The Accessibility Action Plan contains the relevant actions to:

- 1) Improve access to the physical environment of the school, adding specialist facilities as necessary.**

PHYSICAL BARRIERS

- * All pupils have access to the different areas within school without experiencing barriers caused by steps, doorways, stairs and toilet facilities.
- * The areas within and outside the school are appropriate sizes to allow easy access for all pupils.
- * Pathways of travel around the school site are safe and the routes are easy to follow and are well signed.
- * Emergency and evacuation systems are set up to cater for all pupils and alarms include visual and auditory components.
- * Signage and non-visual guides do not confuse pupils who may have visual impairment or other difficulties.
- * All areas of the school are well lit.
- * Background noise is reduced to a minimum, particularly in areas used by pupils with hearing impairments.
- * Furniture and equipment is carefully selected, adjusted, and located appropriately.

2) Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that all pupils are given equal opportunities.

CURRICULUM

- * All aspects of the curriculum are designed to allow the teacher and pupil to respond positively to each other.
- * The curriculum and homework is differentiated to meet the needs of all pupils.
- * The curriculum gives prominence to high expectations and quality for all pupils.
- * Flexible groupings of children are used to support individuals.
- * Specialized equipment is available for those who may require it.
- * School visits and after school clubs are made accessible to all pupils irrespective of attainment or special needs.

3) Improve communication and the delivery of written information to pupils, staff, parents and visitors with disabilities.

INFORMATION

- * Information about the school and its various activities can be provided in a range of formats, e.g. website/hard copy/enlarged print/ Braille / audio etc., for pupils and prospective pupils who may have problems with standard forms of information, e.g. pupils with learning difficulties, pupils with visual or hearing impairments.
- * Information for parents and pupils on day-to-day issues can be provided in a range of formats, (e-mails/parent app/face to face meetings /copies of reviews and written information e.g. newsletters / enlarged print/ Braille / audio).
- * Information is presented to pupils in a way which allows them to access the information in the most appropriate way e.g. by using auditory, visual and interactive approaches such as reading aloud, chunking information, using interactive whiteboards, using physical resources, visual charts / prompts.
- * Staff are familiar with the appropriate technology and practices to assist those with a disability.

POTENTIAL PUPILS

- * Admissions policies and procedures reflect the requirements of the relevant legislation.
- * All admissions literature reflects:
 - a. The school's positive views and welcoming environment for all pupils.
 - b. The non-discriminatory focus of admissions policies is applied carefully.

The relevant admissions authority ensures that its policy is applied carefully.

Following the offer of a place, school will be pro-active in seeking information about any disability with a view to responding positively once the pupil is admitted.

The accessibility action Plan

The action plan shows what will be achieved in 2023 – 2024 with regards to the Disability Equality Duty. Further details are outlined in the annual School Development Plan.

Aspects	Action to be taken	Personnel	Time scales	Procedures for monitoring actions	Procedures for monitoring impact
2023-2024					
Curriculum	To provide equality of access to the curriculum for all pupils in relation to needs.				
Removing barriers for pupils with social and emotional difficulties	<p>Staff training on Social, Emotional and Mental Health needs and the importance of consistency of approach and positive relationships to understand children's individual needs.</p> <p>All classes to develop understanding of emotional vocabulary through the use of the zones of regulation and THRIVE approach.</p> <p>In addition: EYFS to use Colour Monster resources to support emotional regulation.</p> <p>For specific children with a higher level of need – individual support is provided through the CFW service, Barnados – Tailblazers and Educational Psychologists employed by school to work with some individual pupils in school and to provide resources for use in class for pupils referred to their service.</p> <p>Effective use of the space available in response to the learner's needs. Additional learning environment to meet the needs of children with social and emotional needs as needed.</p>	Liaison with Family Team, /SENCO/Whole school staff, Educational Psychologist, CFW service, Barnados.	Autumn 2023 Spring 2024	<p>Behaviour plans / Behaviour logs / CPOMs analysis</p> <p>Regular family team / pastoral meetings. On SLT agenda</p> <p>Educational Psychologist observation and feedback</p>	<p>Tracking of PSE data – EYFS</p> <p>Tracking of reading and writing data KS1 & KS2</p> <p>Class observations</p> <p>Pupil discussion</p>

To ensure that children feel included in all school activities.	Include question on children's questionnaire about access to activities available both in school time and after school and whether they feel they are included.	Deputy Head	Summer 2024	Questionnaire analysed by SLT	Findings / future actions to be disseminated to staff.
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Physical Environment	To provide improved access to the school ground and buildings.				
Ensure all areas including corridors, access ramps, disabled toilet etc. are checked on a regular basis to ensure they are free from obstruction.	<p>Site supervisor to check weekly that all areas are free from obstructions.</p> <p>Staff to ensure corridors are clear daily, including that coats are inside cupboards etc.</p> <p>Playground redevelopment through the Eden North project to ensure all areas are accessible and provide opportunities for engagement for pupils with a range of additional needs.</p>	Site supervisor / bursar	Weekly	Item on termly building and finance Governors committee.	Outcomes and actions recorded on Governors minutes.
Information	To improve communication and access to information				
To ensure that all communication and information provided for parents is accessible to all.	<p>Audit of accessible information, including the views of disabled parents.</p> <p>Audit of services available from local authority to assist with production of information in different formats.</p> <p>Statement of availability of information in different formats to be added to the website and school policies</p> <p>‘If you are an individual who needs to access information on a different format ‘e.g Braille, large print, audio or any other medium, please let us know.’</p>	<p>P Lupton</p> <p>SENCo</p>	On-going	<p>Monitoring of information presented to adults and Governors</p> <p>You said, we did feedback</p>	<p>Pupil and Adult questionnaire</p> <p>Oral feedback</p>