



# Sandy Lane Primary School Policies

## Accessibility Plan

<b>Approved by:</b>	FGB	<b>Date:</b> 18 <sup>th</sup> October 2021
<b>Last reviewed on:</b>	October 2021	
<b>Next review due by:</b>	October 2024	

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	4
4. Monitoring arrangements .....	8
5. Links with other policies .....	8

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### 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.

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.

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.

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.

### 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.

#### **Sandy Lane Primary School Accessibility Plan 2021-24: Improving the Curriculum Access**

The Inclusion Lead and SBM are responsible for ensuring any pupil plans and staff training are in place and completed and environment and resource are in place and effective.

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT
Revised training and advice given to relevant staff teaching children with gross motor delays and hypermobility.	<p>Physiotherapists and Occupational therapists lead training and advice sessions with all relevant staff.</p> <p>Transition to new working areas providing in a timely fashion.</p> <p>Trained teaching assistants to work alongside children and staff on providing targeted support.</p>	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.
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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 extracurricular 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.  (Inclusion Leader to check/monitor)	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.
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**Sandy Lane Primary School Accessibility Plan 2021-24: 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 22	
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 2021-24: Improving the Delivery of Information**

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
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.

## 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 FGB

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- 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