



Sandy Lane Primary School Accessibility Plan

Approved by:	GB3	Date: 23 rd January 2023
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Last reviewed on:	January 2024
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Next review due by:	January 2026
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Vision & Aims of Sandy Lane (Why we do what we do)

Sandy Lane is a nurturing and inclusive community with a safe, happy and inspirational environment. Our children become caring and responsible local, national and global individuals. We develop ambitious and aspirational learners, who fulfil their academic and personal potential and take pride in their achievements. Our vision is embodied within our 5 core values: Positive, Respectful, Inclusive Driven, Excellent. We are completely committed to providing our children with a curriculum that inspires and motivates them. We aim to ensure that learning experiences are challenging for all in order to develop resilience as well as knowledge. In addition, we put a strong emphasis on an unerring positive ethos and an expectation of staff and all children living out the values of the school through their everyday behaviours and actions.

Our aim for children through their Sandy Lane journey is:

- To be happy
- To be personally successful
- To make life-long memories

Sandy Lane Primary School Accessibility Plan

23rd January 2023

This Accessibility Plan applies to Sandy Lane Primary School and all governors and staff must abide by the plan, which has been adopted in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust.

It is the responsibility of the Governing Body and Headteacher of the school to ensure that their school and its staff adhere to this plan. In implementing this plan, school staff must take account of any advice given to them by the GLT CEO and/or Board of Trustees.

This plan is subject to the GLT Equalities Policy and the Scheme of Delegation approved for the school. If there is any ambiguity or conflict then the GLT Equalities Policy and the Scheme of Delegation and any specific Scheme or alteration or restriction to the Scheme approved by the Board of Trustees takes precedence. If there is any question or doubt about the interpretation of this, the GLT CEO should be consulted.

Approval and review:

This plan is the responsibility of: SENCO

This plan was approved by the Governing Body on: 23/01/23

This plan is due for review by: January 2026

Sandy Lane Primary School Accessibility Plan

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to publish an Accessibility Plan showing how they plan to improve access progressively over time

A person is defined as having a disability by The Equality Act 2010 if they have:
“ 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”.

This plan sets out the proposals of the Governing Body of Sandy Lane Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Sandy Lane Primary School’s Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. A new Accessibility Plan will be written every three years although it shall be recognised that some actions will be ongoing and will be transferred to the new plan.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- The SEN Revised Code of Practice 2015
- The Disability Discrimination Act 1995 (amended for schools in 2001)

Name of School

Sandy Lane Primary School has seen a number of changes to buildings and grounds including changes to the site and classrooms in 2022 which included a larger Nursery, expanded library and development of a SRP.

Sandy Lane Primary School is built on a site with natural incline so it 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. Corridors are wide and all rooms are accessible.

Sandy Lane Primary School has a Special Resource Provision base for children with ASD and Speech & Language needs. The base has one detached 'hub' and one internal classroom. The hub can be accessed via a ramp but nearest access to the classroom is via a set of steps.

Sandy Lane Primary School's vision for disabled pupils:

Sandy Lane is a nurturing and inclusive community with a safe, happy and inspirational environment. Our children become caring and responsible local, national and global individuals.

We develop ambitious and inspirational learners, who fulfil their academic and personal potential and take pride in their achievements.

Our vision is embodied within our 5 core values:

- **Positive** – We believe we can and face any failures
- **Respectful** – We respect everyone
- **Inclusive** – We judge people by size of their heart
- **Driven** – We never, ever give up
- **Excellent** – We do the little things right to get the big things right

To ensure that through their time at Sandy Lane all children are:

- Happy
- personally successful
- Make memories

Sandy Lane Primary School is completely committed to providing our children with a curriculum that inspires and motivates them. We aim to ensure that learning experiences are challenging for all in order to develop resilience as well as knowledge. In addition, we put a strong emphasis on an unerring positive ethos and an expectation of staff and all children living out the values of the school through their everyday behaviours and actions.

Sandy Lane Primary School is committed to providing a fully accessible environment which 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 and challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to as far as possible to remove those barriers and ensure that all pupils can take part in the day to day life of the school and benefit from the learning experiences we provide

Sandy Lane Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

PLANS TO INCREASE ACCESS TO EDUCATION FOR DISABLED PUPILS BY AREA:

1. INCREASING THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM (this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits)

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Training and advice given to staff teaching pupils with disabilities	All staff working with named pupils have a clear understanding of the needs and how to ensure the curriculum is fully accessible to them. Pupils have full access to the curriculum.	SENCO	Training conducted on -SEN Register and identifying need -understanding behaviours communicating a need -attachment theory		
Ensure resources are available to meet needs of pupils	Pupils have full access to the curriculum	SENCO	Resources available including wobble cushions, fiddle toys, therabands, pencil grips. Ordered and delivered through SENCo		
Further increase representation of pupils with physical difficulties ie; participation in student voice activities, participation in extracurricular activities, student council etc	Pupil body representation will reflect its diverse nature.	SENCO	Pupil body representation encouraged in school council, headteacher interviews, Christmas performances, class assemblies, meetings with visitors		
Extend and develop evaluation of literacy and numeracy interventions to ensure maximum progress and impact	Improved attainment and progress for SEND students	SENCO	SENCo has met with teaching assistants responsible for delivering literacy and numeracy interventions and completed shared planning sessions, sharing documents relevant to children's SEN such as support for learning		

			reports.		
All extra-curricular activities, trips and residential are planned to ensure they are accessible, within reasonable adjustments, to all pupils	All pupils can access extra-curricular activities, trips and residential (within reasonable adjustments)	SENCO	Plans and provisions made that all trips are accessible to all pupils in that chronological age group. SRP children attend their year group trips including residential.		

2. IMPROVING THE ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Ensure access to specialist equipment and furniture where necessary	No pupil has impaired access to learning as a result of a lack of equipment.	SENCO	Specialist equipment ordered and delivered through SENCO. SBM to check on size of furniture in year 3 classroom.		
Ensure that paving slabs, kerbs, pathways etc. are maintained so they are level and smooth to avoid hazards	No pupil is impacted by a lack of accessibility to the building and environment	SENCO Ops Manager Site Team	In place. Covering on ramp up to Reception being reviewed.		
Review classroom allocation in light of any needs. Rearrange seating and resources as appropriate	Pupils have appropriate learning environment to access learning	SENCO	Reviewed as appropriate with class teacher/intervention teacher and changes made as appropriate.		
Replace IWBs with hi-res touch screens	All pupils have ability to see and use interactive resources	SENCO Ops Manager			

3. IMPROVING THE DELIVERY TO DISABLED PUPILS OF INFORMATION, WHICH IS PROVIDED IN WRITING FOR PUPILS WHO ARE NOT DISABLED

Plan	Impact	Resp	Y1 review	Y2 review	Final review
Make available school brochures, school newsletters and other information for parents and pupils in alternative formats, if required	Parents and pupils feel fully involved in the life of the school and can access important information	SENCO Office Ops Manager	Requests managed through admin team and appropriate resourcing made available.		
Ensure that DDA compliant signage is rolled out across the school	Signs are clear and understandable for the visually impaired.	SENCO Office Ops Manager	Continuing to be updated		
Ensure website is written in user friendly language with as little complex vocabulary as possible and 'speech' option where possible.	Parents and pupils feel fully involved in the life of the school and can access important information	SENCO HT Ops Manager	New website taken this into account but will be monitored		