Sutton on the Forest CE Primary School

Accessibility Plan

Last updated: January 2022

Contents:

Signed by:

_____	Headteacher	Date: _____
_____	Chair of governors	Date: _____

Aims of the Accessibility Plan

This plan outlines how Sutton on the Forest School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1. The governing board will undertake an annual Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid

- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

- **Visual disabilities** – this includes those with visual impairments and sensitivities

- **Auditory disabilities** – this includes those with hearing impairments and sensitivities

- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Consistency of supportive learning environment across the school. For example, consistency of learning aids and concrete resources used and available in classrooms to support children's learning and accessibility to the curriculum	Audit of learning aids and concrete resources across all classes. Provision of appropriate range of resources and learning aids for each classroom taking into account needs of all children.	SENCO Head Teacher Teachers	Spring 2022	Learning environments across school are consistent and appropriate aids are available to children in all classes, addressing all children's needs. Resources are clearly labelled and available in all classrooms.	Summer 2022
	Ensuring that staff members are all trained in using concrete resources to support children's learning and developing understanding across the curriculum.	Training for teachers and TAs in use of appropriate concrete resources to support learning across the curriculum.	Headteacher SENCO Subject leaders	Summer 2022	Staff members have the skills to support pupils with SEND. Use of concrete resources to develop learning and understanding is embedded in day-to-day teaching practices. Children grow in confidence in using resources to support their own leaning.	Autumn 2022.

	Identification and support of SEMH needs. Identification of ad support for SEMH needs as primary or secondary area of need for pupils with SEND.	Staff training on identification and support of SEMH needs in the classroom. Implementation of whole-school approach to supporting SEMH for all pupils in the classroom. Development of strategy to specifically support SEND children with mental health needs and ensure this is addressed in Support Plans, particularly where SEMH may not be the primary area of need.	SENCO and Mental Health Lead	Summer 2022	All staff are trained in the identification of SEMH needs in the children they teach and whole-school strategies are in place to support children throughout school. Support Plans include appropriate SEMH support for SEND pupils where needed.	Autumn 2023
Medium term	Development of outdoor curriculum across key stages to incorporate outdoor learning and ensure accessible for all pupils.	Curriculum plan to incorporate outdoor learning for all year groups. Staff training to build skills in outdoor learning for all teaching staff.	Outdoor Learning lead Subject leaders Teachers	Autumn/Spring 2022/23	All children to access and benefit from outdoor learning as part of school curriculum.	Summer 2023

	Issue	What	Who	When	Outcome	Review
Long term	Embedded use of technology throughout the curriculum to support access to curriculum.	Training for staff and pupils on use of speech-to-text and text-to-speech technology to support learning and increase independence.	SENCO Head teacher Vital (IT provider)	Summer 2023	Staff to incorporate use of assisted technology into lessons to support children's learning appropriately, improving access to the curriculum and developing independence	Autumn 2023

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Signage around school is sometimes text only and not clearly contrasted to background.	Audit of signs around school to identify signs needed. Development of signs to include text and pictures/ symbols to aid understanding (e.g. use of widgit)	Head teacher SENCO	Spring 2022	Signs around school will be clearly visible and easy for all to understand.	Autumn 2022
Medium term	Disabled toilet is not easily accessible for wheelchair users or users with ambulatory difficulties	Items currently stored in disabled toilet make access limited. Alternative storage	SLT Caretaking	Autumn 2023	Toilet facilities are easily accessible to all.	Autumn 2023

		arrangements to be identified.				
	Access to some classrooms outside the main school building can be slippery or hazardous.	Review door to Class 3 to ensure this is safe for children considering weight of door and stepped access. Stepped access to Class 4 needs clearing regularly. Investigate use of caretaking services.	SLT	Autumn 2023	Access to all areas of school becomes easier for all.	Autumn 2023
Long term	Wheelchair users are limited in the areas of school that are accessible to them.	Review areas of school where wheelchair access would be difficult. Determine whether a ramp can be acquired to help with this to some areas. Older classrooms have narrow doorways, investigate possible solutions to this.	SBM/building contractors	Summer 2024	School buildings are fully accessible	Autumn 2024

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Improve parent communication regarding key areas e.g. curriculum design, phonics, assessments, reading, maths, SEN support	Provision of parent guides in accessible formats which can be easily found by parents when needed (e.g. through clearly website menu, printed booklets). Provision of regular parent sessions on key topics.	Subject leaders SENCO	Summer 2022	Parents have a greater insight and understanding into key areas of school life. Increased parental support and engagement.	Spring 2023
Medium term	Accessibility of written information	Audit of school website to ensure that information is easy to locate for website users Website translator incorporated into updated website to support families where English is not first language. Text to speech feature added to school website.	Head Teacher School administrator SENCO	Autumn 2022	Written information is fully accessible to children with visual impairments	Summer 2023

Long term	School does not have hearing induction loop to support parents/ children with hearing difficulties.	Investigate acquisition of hearing loop for school to support any visitors and children with hearing difficulties	Head Teacher	Summer 2023	School is more accessible to people with hearing impairments.	Spring 2024