



SAUNCEY WOOD PRIMARY SCHOOL

Accessibility Policy and Plan

Responsible Committee	Full Governing Body
Written:	April 2019
Next review date	April 2022
Headteacher Name:	Headteacher Signature:
Chair of Governors Name:	Chair of Governors Signature:

Introduction

The goal of this plan is to ensure that the school seeks to provide accessibility to learning for all children who are allocated to the school, irrespective of special need or disability.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- School Improvement Plan
- Equality Policy
- Health & Safety Policy
- Admissions & Attendance Policy
- Medicines & Medical Needs Policy
- SEND Policy
- Curriculum policies
- DfE Guidance

The Equality Act 2010 details Schools' duties around accessibility for disabled pupils. Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

Sauncey Wood Primary School will aim to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum to ensure that pupils with a disability are as, equally, prepared for life as their peers. This covers teaching and learning and the wider curriculum of the school. It also covers the provision of specialist aids and equipment, which may assist these pupils in further accessing the curriculum.
2. Improve access to the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities. Examples might include handouts, timetables and information about the school events.

4. Have regard to the need to provide adequate resources for implementing plans
5. Consider whether any reasonable adjustment can be made to overcome a substantial disadvantage that a pupil faces

Review

The school's Accessibility Plan will be:

- Reviewed yearly
- Approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher

Sauncey Wood Primary School Accessibility Plan 2015-18				
Securing Access to Learning				
AIM 1: Increase the extent to which pupils with disabilities can participate in the curriculum				
Target	Strategy	Outcome	Timeframe	Responsibility
1a Identify pupils who need support with accessibility to learning	<ul style="list-style-type: none"> • InCo and HT meet to review all pupils • Specific needs reviewed and plans drawn up to meet needs 	<ul style="list-style-type: none"> • EHCP/ Needs plan in place • Strategies to address these in place 	<ul style="list-style-type: none"> • Termly- pupil progress meetings between SLT and class teacher 	<ul style="list-style-type: none"> • SLT • SEND linked governor to monitor
1b Identify funding streams for actions in 1a	<ul style="list-style-type: none"> • InCo to make applications as appropriate e.g. ENF funding • HT to include in budget planning 	<ul style="list-style-type: none"> • EHCP/ Needs plan appropriately resourced 	<ul style="list-style-type: none"> • InCo reviews termly • HT spring term – annually 	<ul style="list-style-type: none"> • InCo and Head Teacher

1c CPD in place to meet children's needs	<ul style="list-style-type: none"> • InCo plans in response to - Identified pupil needs - Performance Appraisal Objectives - School needs 	<ul style="list-style-type: none"> • Accessibility needs of children are met appropriately 	<ul style="list-style-type: none"> • Termly 	<ul style="list-style-type: none"> • InCo and SLT
1d Out of classroom activities are accessible to all children	<ul style="list-style-type: none"> • Teachers plan to ensure activities are differentiated to meet all needs • Risk assessments undertaken with a goal of ensuring successful inclusion for all children • Staffing and plans modified to meet needs 	<ul style="list-style-type: none"> • All children participate in learning beyond the classroom 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • SLT, Governors and teachers
1e Classrooms are organised to reflect the needs of children	<ul style="list-style-type: none"> • Teachers liaise with colleagues in advance of receiving new class and plan room according to needs of children • Classroom layout reviewed in light of children's needs 	<ul style="list-style-type: none"> • Classrooms support access needs of pupils 	<ul style="list-style-type: none"> • On-going 	<ul style="list-style-type: none"> • Teachers, SLT

1f Staff are aware of children's needs	<ul style="list-style-type: none"> InCo with LSAs inform colleagues about accessibility needs of pupils promoting understanding of adaptations needed in various areas of the school 	<ul style="list-style-type: none"> All necessary staff are able to respond appropriately to children's access needs 	<ul style="list-style-type: none"> On-going through 1:1 meetings and LSA meetings (fortnightly) 	<ul style="list-style-type: none"> InCo, SLT
1g Make specialist equipment available as appropriate	<ul style="list-style-type: none"> Respond to advice from specialists e.g. Occupational Therapist aiming to provide specialist equipment recommended e.g. (these are provided) wobble cushions, strengthening toys 	<ul style="list-style-type: none"> Advice from specialists is appropriately implemented 	<ul style="list-style-type: none"> In response to children's identified needs 	<ul style="list-style-type: none"> InCo, SLT, Teachers, LSA
Developing Physical Access AIM 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided				
Target	Strategy	Outcome	Timeframe	Responsibility
2a As physical improvements are made to the school	<ul style="list-style-type: none"> Those planning developments should consider 	<ul style="list-style-type: none"> All pupils in school can access newly developed areas 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> SLT Governors to monitor

access needs of pupils to be considered	<p>the physical needs of pupils</p> <ul style="list-style-type: none"> • Appropriate adaptations should be made 			
2b Needs of new cohorts and in year admission pupils to be reviewed and responded to prior to arrival	<ul style="list-style-type: none"> • InCo and Reception teacher to be in contact with prior settings • Where children with disabilities are identified, a review of the adaptations needed to be made • Actions to be expedited promptly 	<ul style="list-style-type: none"> • Necessary adaptations are made prior to pupil's arrival in school 	<ul style="list-style-type: none"> • When new children are due for admission – at least annually 	<ul style="list-style-type: none"> • InCo, Reception teacher, transition manager
<p>Availability of Accessible Information AIM 3: Improve the availability of accessible information to pupils with disabilities</p>				
Target	Strategy	Outcome	Timeframe	Responsibility
3a Information is shared with children in a manner appropriate to meet their needs	<ul style="list-style-type: none"> • Needs of children reviewed to find out how information needs to be adapted 	<ul style="list-style-type: none"> • Children are increasingly independent in accessing information 	<ul style="list-style-type: none"> • Continuous 	<ul style="list-style-type: none"> • SLT, InCo, Class teachers

	<ul style="list-style-type: none"> Adaptations made e.g. simplified text, pictorial representation 			
Resourcing AIM 4: Have regard to the need to provide adequate resources for implementing plans				
Target	Strategy	Outcome	Timeframe	Responsibility
4a HT and where appropriate GB are informed of costings of any provision in relation to accessibility plan	<ul style="list-style-type: none"> InCo to make recommendations 	<ul style="list-style-type: none"> Reasonable adjustments are made that meet the needs of children with disabilities and special education needs 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Head Teacher Budget support Governors to monitor
4b Funding streams are accessed to support provision	<ul style="list-style-type: none"> InCo to lead on accessing funding streams 	<ul style="list-style-type: none"> Applications to be made in good time whenever possible School budget share is supported by other funding streams 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> InCo, SLT
Reasonable Adjustments AIM 5: Consider whether any reasonable adjustment can be made to overcome that a substantial disadvantage that a pupil faces				
Target	Strategy	Outcome	Timeframe	Responsibility

<p>5a In conjunction with LA and parents/carers school will explore the reasonable adjustments needed for a child and whether these enable the child to access mainstream education at this school</p>	<ul style="list-style-type: none"> • InCo to liaise with LA SEN Department • InCo to liaise with parents/carers • Required reasonable adjustments will be reviewed and implemented where appropriate 	<ul style="list-style-type: none"> • Reasonable adjustments will be made to enable the pupil to access learning at Sauncey Wood 	<ul style="list-style-type: none"> • When new children are due for admission – at least annually 	<ul style="list-style-type: none"> • SLT • Governors to monitor
<p>5b Reasonable adjustments for children with disabilities and SEN will be reviewed regularly</p>	<ul style="list-style-type: none"> • LSAs to make recommendations to InCo • Advice of specialists to be incorporated • Information to be shared at handover 	<ul style="list-style-type: none"> • Reasonable adjustments will be amended as necessary 	<ul style="list-style-type: none"> • On-going with formal review on annual basis 	<ul style="list-style-type: none"> • InCo, SLT • SEN link governor • Governing body