



# ACCESSIBILITY PLAN

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|--------------------------|----------------------------|
| Approved on:             | 12 <sup>th</sup> July 2022 |
| Staff:                   | Headteacher, SENDCo        |
| Notes:                   | Statutory, Website         |
|                          | Review every 3 years       |
| <b>Next Review Date:</b> | <b>Summer 2025</b>         |

**Headteacher: Mrs Kate Collins**

a member of



Learning Partners  
academy trust

Sandfield Primary School believes that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Sandfield 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. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the year ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LEA will monitor the school's activity under The Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. 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 regards to disability and to developing a culture of inclusion, support and awareness within the school.
4. The Sandfield Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able - bodied pupils; (if a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after
  - School clubs, leisure and cultural activities or school visits
  - It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe;
  - Improve access to the physical environment of the school, adding specialist features as necessary
  - This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Equality Information & Objectives
  - Health and Safety Policy
  - Special Educational Needs Policy
  - Behavior Policy
  - School Development Plan

8. The Accessibility Plan for physical accessibility relates to the access audit of the school which was undertaken by the SENDCO, SEND Governor and Site Manager and remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each year covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of the reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. The Accessibility Plan will be published on the school website.
11. The Accessibility Plan will be monitored through the Health and Safety Team
12. The school will work in partnership with the Local Authority and Academy in developing and implementing this Accessibility Plan.
13. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.
14. The Plan is considered to be a working document that will evolve as circumstances arise. It will be fully reviewed every 3 years.

**SANDFIELD PRIMARY SCHOOL**  
**Accessibility Plan**  
*Improving the Curriculum Access; the Delivery of Written information; and the Physical Access*

| Target   | Strategy   | Timeframe  |
|--|--|--|
| To ensure that all activities and learning opportunities for pupils are accessible and they are not disadvantaged as a result of financial hardship or physical disability/other needs | Risk assessments identify and highlight additional support with school trips and extra-curricular activities.<br>Develop the quality of teaching and learning in specific subjects through additional CPD<br>Information given to parents regarding trips and visits also indicates the opportunity to discuss finance with the Headteacher.<br>Identify families who require financial support.   | Ongoing  |
| Ensure all children with SEND have their needs met through SEND Support Arrangements and provision maps  | SEND Support Arrangements for all children on the SEND register and all children are included on cohort provision maps.  | Half termly review of impact of targets                    |
| Review TA deployment to ensure effective support for individual children with various needs, for example, social, toileting and physical needs.  | In review meetings with TAs establish when they are available to support children each day outside of the classroom. Plan and implement support time tables for staff to work alongside individuals to meet their needs.   | Reviewed annually or where children come new to the school |
| To improve communication and parental engagement   | Link to weekly newsletter sent out to all families. The newsletter is part of our website so it is able to be translated into different languages.<br>Half termly EAL coffee mornings with HSLW, EAL lead, with different themes discussed each week<br>Class teachers use Seesaw to send key messages to their class as a whole or individual families as required<br>Headteacher, HSLW and a member of the admin team available on the gate every morning and afternoon<br>Personal and directed letters sent to those parents who are less engaged with the school. | Annually   |
| To improve access in and out of school buildings and through corridors and classrooms  | Long term financial plan and assessment of current needs of pupils to implement any necessary changes such as adapted doors and how they open and close.   | Ongoing  |
| To develop access to areas within the playground to enable pupils to have the same outdoor provision and others  | Long term financial plan and assessment of current needs of pupils to implement any necessary changes such as access to play areas and movement around the EYFS outdoor area.  | Ongoing  |

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|---|--|----------------|
| <p>To develop and implement a long term plan to meets the needs of potential pupils with additional needs</p>                 | <p>Within the long term plan consider:</p> <ul style="list-style-type: none"> <li>● Sound field systems for hearing impaired pupils ( as required)</li> <li>● Professional development, training and deployment of staff for a range of needs</li> <li>● Access to all school areas for visually impaired pupils</li> <li>● Identifying specialist equipment and resources</li> <li>● Identify options and limitations regarding site space</li> </ul> <p>Further develop the curriculum to allow identified pupils to feel valued</p> | <p>Ongoing</p> |
| <p>To improve access to the school with school pick up route accessible for those pupils and parents with mobility issues</p> | <p>Staff car park – allow parents with children in a wheelchairs or limited mobility to park in the staff car park</p> <p>KS1 building adapted for wheel chair access to allow pupils and parents to access the building safely.</p> <p>School to identify and implement changes necessary for access to the rest of the school site.</p>  | <p>Ongoing</p> |