

Sandbrook Community Primary School

Accessibility Plan 2016-2019

At Sandbrook we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or order this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind this Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from January 2017 – January 2020.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Plan contains relevant actions to:

- Improve awareness of **Equality and Inclusion**
- Improve access to **the physical environment**
- Increase access to **the curriculum** for all pupils with a disability
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

1. Improve awareness of Equality and Inclusion

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors meetings	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	Annually	
Training to raise awareness of equality and disability issues	Discuss perceptions of issues with staff/governors/parents to determine the current status of the school	Whole school community aware of issues relating to Access	Discussions Autumn Term 2016 Training on going	
Review Inclusion and Equal Opportunities for recorded evidence of how staff provide access in all areas to all pupils	Review policies with staff and governors Staff awareness of policies reflecting/adhering to single equality policy	Policies reflect adherence to current legislation.	Annually	

2. Improve access to the Physical Environment. Improvements to the physical environment of the school and physical aids to access education

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Ensure that all area of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Carry out an audit of school buildings and ground and produce an action plan based on findings.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all. Visitors are asked questions via the signing in screen as to whether they have any access requirements or might need assistance in the event of the fire alarm being activated.	Accessibility audit to be completed June 2016. Action plan drawn up September 2016. Reviewed annually	
Ensure new build project is physically accessible for everyone	Project manager and Governors Buildings Committee will ensure compliance with building regulations regarding accessibility	The new construction will be fully accessible	On going	

3. Increase access to **the curriculum** for all pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for adult life as are able-bodied pupils. 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 aids and equipment, which may assist these pupils in accessing the curriculum.

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Training for teachers and support staff on different aspects of SEN including differentiation when required	Review the needs of children with specific issues, provide all relevant training	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on going process, and that needs and expertise will change with time.	On going	
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation via Evolve. Risk assessments carried out for individuals as appropriate.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	On going	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence	SENCO will review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases as appropriate e.g. VI use of visualizers, seating support	Adjustments will be made to accommodate the needs of individual pupils	Reviewed annually or more often as required	
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On going	

4. Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities.

Targets	Strategies	Outcome	Time Frame	Goals Achieved
<p>Make available school newsletters, brochures and other information for parents/carers in alternative forms if required.</p>	<p>Review all current school publications and promote the availability in different formats for those that require it. Use services available through the LA for converting written information in alternative forms e.g. EAL Display a sign in the entrance and Parents notice board stating information is available in different forms on request. New child information packs offered in different forms on admission to school.</p>	<p>The school will be able to provide written information in different formats when required for individual purposes.</p>	<p>Short term Display signs On going</p>	

Monitoring:

This policy is reviewed on a regular basis.

This policy has been scrutinized to ensure it meets the requirements of the single equality duties. The school will make every reasonable adjustment to comply with the duties and avoid discrimination

Headteacher Date

Chair of Governors Date