Sunnybrow Primary School

Accessibility Plan

2023 – 2026

Sunnybrow Primary School Accessibility Plan 2020 – 2023

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1.Vision Statement:

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including The Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot lawfully discriminate against pupils because of gender, race, religion or belief and sexual orientation. According to the Equality Act 2010, a person has a disability if:

a) they have a physical or mental impairment, and

b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Sunnybrow Primary School, the plan will be monitored by the Headteacher and approved by the Governing Body. The current plan will be appended to this document.

At Sunnybrow Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment, both globally and locally.

1) The Sunnybrow Primary School Accessibility Plan has been developed and drawn up based on the information supplied by the Local Authority and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period 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 Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular, Schedule 10 regarding accessibility) and will advise upon the compliance within that duty.
3) Sunnybrow Primary School is 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 regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Sunnybrow Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating their needs where practicable. The Accessibility Plan contains 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 the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equality 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 time frame.
   - Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame.
   - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5) The Sunnybrow Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6) Whole staff training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
   - Behaviour Management Policy
   - Curriculum by subject policies
   - Equality and Community Cohesion Policy
   - Health and Safety Policy
   - School Improvement Plan
   - Special Educational Needs and Disabilities Policy
8) The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward in to subsequent plans. An accessibility audit will be completed by the school prior to the end of each period 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 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 Governor Finance and Premises Committee.

12) The school will work in partnership with the Local Authority 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.

Approved_____ Date_____

2.Aims and Objectives

Our aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of written information to pupils.

Our objectives are detailed in the action plan below

3.Current good practice

We aim to ask about any disability or health condition in early communication with new parents and carers. For parents and carers of children already in school, we will collect information on disability on a regular basis during meetings with SEND staff and during parents' evenings.

Physical Environment

All pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social difficulties, after school clubs for pupils with physical difficulties and school trips and residentials for children with medical needs. There

are still some areas of the school premises which remain challenging for pupils with a physical difficulty to access and rectifying this forms part of our action plan.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical difficulty, science and technology for pupils with a visual impairment and humanities for pupils with a learning difficulty. Other issues affect participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication need to be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information will be planned, with a range of different formats available for disabled pupils, parents and staff. This will form part of the action plan.

4.Access Audit

The school is a single storey building with wide corridors and several access points from outdoors. EYFS areas are all on the same level with open plan access to both rooms. Access to the outdoor decking area in EYFS is limited due to a door plate and a narrow door space. Nursery access to school does have steps but there is ramp access to school at the side and rear of the building. KS1 has 2 wide doors to access the classroom which is all on one level. KS2 has a single door access to each classroom which can be opened wide to allow wheelchair access. KS2 classrooms are all on one level.

Access to the hall is through a double door and is accessible to all. There is ramp access to the hall.

There are currently no disabled access spaces in the car park. We were advised that this is unnecessary due to the size of the school and the car park. The main entrance to school has steps, following evaluation it was established that it is not feasible to create ramp access here due to the size and layout of the space available. Ramp access to school is available at the side and the rear of the building. The main entrance points into school all have wide doors fitted.

There are no disabled toilet facilities at present but these would be established if we were admitting a pupil who required these facilities. Nappy changing facilities are available.

The school has internal emergency signage and lighting and escape routes are clearly marked. Children with disabilities have a PEEP in place (Personal Emergency Evacuation Plan) and they have a member of staff allocated to help them in the event of an evacuation. Visitors who would need assistance in the event of an evacuation are asked to make this known to the office staff upon arrival. A member of staff will then be assigned to the visitor to assist in the event of an emergency evacuation.

5.Management, Coordination and Implementation

- We will consult with experts from the Local Authority and other agencies when new situations regarding pupils with disabilities are experienced.
- The SENCo and Senior Leadership Team will work closely with agencies involved with children to ensure that individual needs are accommodated.

1. ActionPlan

Aim 1 To increase the extent to which disabled pupils can participate in the schoolcurriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with adisability.

	Targets	Strategies	Timescale	Responsibilities	SuccessCriteria
SHORTTERM	To liaise with Nursery providers to review potential intake for Sept 21	To identify pupils who may need additional to or different from provision for Sept 21 Intake	Sept 2020/2021	HT EYFS teacher	Procedures/equipment / ideas set in place by Sept 2020.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act2010	Ongoin g 2020/21	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughou t 2020/21.	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues	To ensure collaboration between all key personnel	Ongoing throughou t 2020/21.	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all	Outside Play visits; Employment of specialist advisory teachers; CPD for	Ongoing	Teachers	Advice takenand strategies evidentin

	children.	Staff and: • A differentiated curriculum with alternatives offered. • The use of PIVATS to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy		SENCO Special school Ed Psych	Classroom practice. ASD children supported and accessing curriculum.
	Tasks/Targets	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
MEDIUMTERM	To finely review the attainment of all SEND pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards Support Plan targets Support Plan and Class Overviews show clear steps and progress made
	To monitor the attainment of Gifted and Talented pupils and the more-able pupils	Policy and G&T list to be updated G&T and more-able booster groups /activities where appropriate. Monitor G&T list and more-able pupils	Ongoing Annually	G&T co-ordinator Class teachers	More able and G&T children making proportionate progress. Achieving above average results

	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Writing boards and enlarging texts for visually impaired pupils • Features such as sticky keys and filter keys to aid disabled users in using a keyboard, where necessary • INSET training on learning styles • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people, including whole-school equality day	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
LONGTERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	To evaluate and review the above short and long term targets annually	See above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.

	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor/ SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

<u>Aim 2</u> : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORTTERM	Improve physical environment of school environment	The school will take account he needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SMT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role-play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	• Create access plans for individual disabled children as part of Support Plan process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

		ensure they are met in all events.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Headteacher SBM Occupational health	
	Ensuring disabled parents have every opportunity to be involved	• If necessary, create disabled parking spaces for parents to drop off &collect children • Arrange interpreters from the RNID to communicate with deaf parents • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUMTERM	To ensure staff are trained in medical processes.	Arrange training for staff on an annual basis or when necessary to ensure the individual needs of the pupils can be met	Ongoing	SMT All staff	Provision will be made for children with medical needs.
LONGTERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**Success Criteria**
	Continue to replace internal doors with wheel-chair friendly options	Over the course of the next 3 years, continue to use some of school budget to replace any existing doors/ doors ways that are not wheel-chair friendly.	Ongoing	Whole school approach	Wheelchair accessible areas of the school.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	SMT	No accidents
	Continue to develop playgrounds and facilities.	To consider disabled children in any areas of development and improvements or changes in facilities.	ongoing	SLT Governors Whole staff	Inclusive play areas

<u>Aim 3</u>: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	SuccessCriteria
SHORT TERM	Parents with learning difficulties, including reading	Regular communication with parents Offer a phone call to accompany any letters home for explanation of content	Ongoing	Head teacher	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualized multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	• Auditing signage around the school to ensure that is accessible to all is a valuable exercise. • Providing appropriate classroom resources for visually impaired pupils. • Access support from external agencies to support visually impaired pupils and staff where required.	Ongoing	All staff	Written information is accessible to all pupils, parents and visitors
	Targets	**Strategies**	**Timescale**	**Responsibilities**	**SuccessCriteria**

MEDIUM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. • Records passed up to each class teacher. • End of year class teacher	Annually	Class teachers SNAs Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

		meetings • Annual reviews • Support Plan meetings • Medical forms updated annually for all children • Personal care plans • Significant health problems– children's health care plans displayed on staffroom notice board / info kept in separate file		SMT Officestaff	
LONGTERM	**Targets**	**Strategies**	**Timescale**	**Responsibilities**	**SuccessCriteria**
	In school record system to be reviewed and improved where necessary. (Records onSims/ network/protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.