



# Sandcross Primary

## Accessibility plan

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Sandcross Primary School have four main values that drive and underpin all the work we do; Responsibility, Respect, Resilience and Kindness. These values, along with our strapline, 'Inspiring Lifelong Success' shows we are committed to ensuring all children, regardless of their background or barrier, will succeed in our care. This is because we are devoted to ensuring our children gain the best possible provision to allow them to thrive.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

**EveryChild Partnership Trust**, along with Surrey County Council, helps the school implement this plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES Short, medium and long-term objectives	ACTIONS TO BE TAKEN (NEW ACTIONS UNDERLINED)	PERSON RESPONSIBLE
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>Our school offers a differentiated curriculum for all pupils</li> </ul>	<p>Pupils with a disability will have appropriate levels of support or challenge: this may involve significant scaffolding eg task organisation board; access to modified resources eg egg chalk markers, a writing slope or personalised version of text/ font size or greater depth research or questioning.</p> <p>Children with a physical disability may have modified PE provision. This is created in discussion with the class teacher and our ESE sport staff. In order to be inclusive this may include physical, resource or environmental adaptations. These adaptations are also carried through for sports day where wheelchair accessibility, mobility challenges or adaptations for neurodiversity are made eg modified equipment, clothing or audience.</p>	Annual training and coaching of teachers and teaching assistants is given by the SENDCo and AHT Inclusion.	AHT
	<ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> </ul>	<p>Responses to questions may be through verbal means eg dictation using chrome book voice to text or through written, concrete or pictorial representation.</p> <p>Each child has access to their own chromebook. Larger keyboards are available should they be required for dexterity and supporting intervention to learn keyboard skills are in use. All year groups have printers to provide large font size text or a copy of IWB text where needed. For those who need coloured overlays to access screens, these are also available.</p> <p>Assemblies include model examples of people with</p>	<p>Regular Learning walks by Lead Practitioners, SLT and the Inclusion team monitor all children's access to and behaviours for learning.</p> <p>As we embed our broad and balanced</p>	<p>AHT SENDCo LP, SLT</p>
				Monitored by

	<ul style="list-style-type: none"> <li>Curriculum resources include examples of people with disabilities</li> </ul>	<p>additional needs in many walks of life. Diversity and oneness are two of the school's drivers where pupils gain a deeper understanding of how we learn to become both independent and interdependent.</p>	<p>curriculum and its drivers, we will continue to review our modelling of people with disabilities.</p>	AHT
	<ul style="list-style-type: none"> <li>Adaptations are made to allow pupils with neurodiversity to access the curriculum alongside their peers</li> </ul>	<p>Uniform adaptations can be made in consultation with the Head teacher and SENDCo.</p> <p>Visual time-tables are used for classes and are personalised where it is helpful.</p> <p>Photobooklets are used for transition, trips and swimming</p> <p>Social stories are used for learning how to respond in social situations</p> <p>Comic strips may be used in reflecting upon an incident where different choices could be made</p> <p>A settling period is offered at the start of the day 'Soft start' for those children who are anxious when separating from a parent into school</p>	<p>Inclusion AHT and SENDCOs to review termly.</p>	
	<ul style="list-style-type: none"> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	<p>Curriculum progress is specifically monitored termly by the Inclusion AHT and the SENDCOs.</p>	<p>Inclusion AHT and SENDCOs to review termly.</p>	AHT
	<ul style="list-style-type: none"> <li>Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<p>Where a child needs support which is additional to or different from their peers external agency support may be requested. These targets are reviewed at least termly with the agency.</p> <p>At present we support additional access for Fine Motor Skills; Oro motor skills; Gross motor skills; Distinguishing and Articulating speech sounds; Dysphagia; Hearing support ; Diabetes and Epilepsy needs amongst others. For some children daily nurture at the outset of the day may be</p>	<p>SENDCo reviews termly</p>	SENDCo/ DHT

	<ul style="list-style-type: none"> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• Access to the wider curriculum and clubs is available for all children</li> </ul>	<p>required in order to access the curriculum due to SEMH needs.</p> <p>These pupils' targets are SMART and are reviewed at least termly by teachers. Intervention is monitored by teachers and evaluated on the class provision map or IPM which are monitored termly by the SENDCo and the AHT Inclusion.</p> <p>SENDCOs meet with class teacher termly to review provision maps, adaptations and support with setting SMART targets.</p> <p>AHT and Leaders of Learning review the curriculum to ensure all pupils can access it.</p> <p>A wide range of clubs provision is available for all children.</p>	<p>CT &amp; SENDCos review termly</p> <p>Curriculum long term overviews and mid term planning seen by AHT. More detailed weekly plans seen by LoL.</p> <p>Clubs provision is reviewed termly. Adaptations are made as required.</p>	<p>AHT/ LP</p> <p>Office staff/ AHT</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Ramps</li> </ul>	<p>The school has two disabled parking bays. Permits for these are given to parents of pupils who use a wheelchair, have specific mobility needs or where a parent themselves has specific needs. These are reviewed by the safeguarding member of the Office team and AHT.</p> <p>The school has one ramp from the main school office into all classrooms, toilets, halls and playgrounds and other</p>	<p>AHT/ Premises team action as needed</p>	<p>AHT/ HT/ Premises/ team</p>

		<p>entrances and exits are wheelchair accessible.</p> <p>A portable ramp is in place for the year 5 to year 4 doorway</p> <p>Year 4 block - does one external fire door need to have a ramp built in?</p> <p>Is it possible to have a ramp to the staff room and well-being hub. Discussion re feasibility vs using the outside route and entrance/exits</p>		<p>Future possible discussion for HT, Trust/ LGB for all staff areas to become accessible</p>
	<ul style="list-style-type: none"> <li>• Elevators</li> </ul>	<p>Elevators are not needed as it is a flat site.</p>		<p>AHT/ Premises team to upkeep regular health safety checks</p>
	<ul style="list-style-type: none"> <li>• Corridor width</li> </ul>	<p>Classroom areas are big enough for children to have brain breaks either in reading corners or there is a Sensory room to use if a sensory diet is required.</p> <p>To access the breakfast and after school club, wheelchair access is through an external door and entrance.</p> <p>Other clubs are held in classrooms, the hall or outside and are accessible.</p> <p>Corridors are wide in order to give capacity for wheelchairs, standing frames or other movement supports. There are areas for charging these overnight where necessary as well. Classrooms and the dining areas are big enough to support adaptive seating or tables where advised.</p> <p>We have a sound field system for Hearing Impairment users for use in assemblies or in an individual classroom.</p>		<p>AHT/ SENDCo</p>
	<ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities</li> </ul>	<p>We have three accessible toilets in school. One of these has a hoist, changing mat and shower area.</p>	<p>New changing mat below hoist in EY</p> <p>Hoists checked by external agency at least annually</p> <p>All Moving and handling plans and training</p>	<p>AHT/ Premises</p> <p>AHT/</p>

	<ul style="list-style-type: none"> <li>Library shelves at wheelchair-accessible height</li> </ul>	<p>The school has an accessible therapy room for use by OT and physiotherapy sessions (This includes a hoist and a therapy bed). This can be used daily by the pupil and TA or can be used weekly or for half-termly for a review.</p> <p>We have adapted toilet seats in Early Years to support children to access the same facilities as their peers</p> <p>All of the levelled reading books are wheelchair height accessible for pupils. The library area is also accessible for adult reading volunteers who are wheelchair users.</p>	<p>actioned as needed by AHT</p> <p>PEEPs actioned by AHT/ external agencies with CTs/TAs/ Medical First Aider</p> <p>Reading Lead practitioner liaises with Reading volunteers and position of reading matter.</p> <p>Librarian monitor new Accelerated Reader access</p>	SENDCo
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>Internal signage</li> <li>Large print resources</li> <li>Sound fields</li> <li>Pictorial or symbolic representations</li> </ul>	<p>There is clear signage to each year group area within and outside of the school building.</p> <p>Each classroom has a Visual Timetable for the day. There are clear behaviour clouds which are used as positive encouragement for the class to show the four values of the school: Kindness; Respect; Responsibility and Resilience.</p> <p>Large print resources are available in both lesson and test situations.</p> <p>We have a sound field in use in one classroom at present. Staff knowledge includes supporting hearing impairments for those with aids or cochlear implants and basic Makaton signing where needed.</p> <p>PECS and Communication in print are used to provide curriculum resources where pictorial representations will support learning in a Communication toolkit.</p>		<p>Premises team</p> <p>LPs/ AHT</p> <p>SENDCo/ AHT/DHT</p> <p>AHT/ Premise team/ PSSS: HI</p> <p>SALT/ SENDCo</p>



Improve accessibility for Parents evenings	This school uses a mixture of remote or live access for parents evenings.	Parents evenings are accessible in the main hub of the building. Full accessibility is available for all ages by use of an internal slope.	Review by AHT & Exec Idrship No action to be taken	HT & Exec Idrship
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## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be reviewed by the AHT and the Lead SENCo

It will be approved by the Local Governing Body including the Headteacher

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs Information Report (SIR)
- SEND policy
- Supporting pupils with medical conditions policy