

ACCESSIBILITY

POLICY, AUDIT & PLAN

Date Adopted:

December 2019

Prepared by:

Inclusion Leader

Approved by:

Local Governing Body

Next Review:

December 2022



1. Policy

Introduction

- 1.1 The 3-year period covered by the policy is December 2019 to December 2022.
- 1.2 It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.
- 1.3 We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.
- 1.4 The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'
- 1.5 This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.
- 1.6 The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:
 - They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
 - They must not discriminate for a reason arising in consequence of a child or young person's disability
 - They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
 - This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
 - Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the schools offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
 - Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

- 1.7 The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.
- 1.8 School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

- 1.9 The responsible body (in maintained schools this is the governing body) must prepare:
- an accessibility plan;
 - further such plans at such times as may be prescribed.
- 1.10 An accessibility plan is a plan for, over a prescribed period,
- increasing the extent to which disabled children / young people can participate in the school's curriculum;
 - improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
 - improving the delivery to disabled children / young people
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- 1.11 An accessibility plan must be in writing.
- 1.12 During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- 1.13 It is the duty of the responsible body to implement its accessibility plan.
- 1.14 Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.
- 1.15 The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.
- 1.16 Other relevant legislation, regulations & guidance;
- Children & Families Act (2014)
 - The Special Educational Needs & Disability Regulations (2014)
 - The SEND Code of Practice (revised April 2015)
 - Supporting pupils at school with medical conditions (2014)
 - Working Together to Safeguard Children (2013)
 - Reasonable adjustments for disabled pupils (2012)

- Disability Discrimination Order (2006)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- DfES “Accessible Schools: Planning to increase access to schools for disabled pupils”
- Health Standards (England) Regulations 2003

The School’s Context

1.17 We are a maintained school for children / young people who age from 3 years to 11 years. The school comprises of 2 buildings covering an average site, mostly of one storey construction.

The School’s Aims

1.18 Sandringham School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

1.19 The school works towards these aims by:

- Promoting high quality learning and good attainment;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting the Sandringham learning behaviours to enable the children to value themselves and each other; the learning behaviours are for learners to be:

Socially Responsible
Reflective
Resilient
Thoughtful and Motivated
Wellbeing and Mindful
Inquisitive
A Collaborator and Participator

Formulating our Accessibility Plan

1.20 The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- SEN Governor
- Head Teacher
- SENCO
- Inclusion Manager
- Parent Governor representative

- Deputy Head responsible for curriculum

Process

1.21 Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed.
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured and include time frames.
- 4) Consultation with school staff, governors and other bodies, including parents/ carers.
- 5) The plan's contents checked.
- 6) Publication of the plan.
- 7) Implementation of the plan and allocation of adequate resources.
- 8) Evaluation of the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

1.22 In addition to this we will:

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

1.23 The accessibility plan will be available on the school website.

Other School Policies & Documentation

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion

- Special Educational Needs Policy and the school's SEN Information Report.
- Behaviour Principles and Policy
- School Improvement Plan

1.25 The School's Complaints Policy covers the Accessibility Plan.

1.26 Attached is a set of audits and action plans relating to the key aspects of accessibility.

2. Accessibility Audit

Date Completed: 18.12.19

Lead member of staff: Jessica Milnthorp/Emily Smithard

STATEMENT	FULLY	PARTLY	NOT	EVIDENCE	PLAN PROMPT
SECTION 1: The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.					
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.	X			<ul style="list-style-type: none"> Fully meet the needs of our current children on role. Support staff training Asthma (Sept 2019) Rainbow (Dec 2015) Epilepsy (Sept 2019) Epi Pen (Sept 2019) 	<ul style="list-style-type: none"> Plan training as new arrivals with needs present.
All school staff and the governors have had access to training on disability equality and inclusion.	X			<ul style="list-style-type: none"> All staff have had access to training via 'engage Doncaster site'. All Governors have had access to training through list provided through LA clerk. 	
We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.	X			<ul style="list-style-type: none"> When necessary we seek advice for a disabled child in school from our local special school (Heatherwood) and the OT based at the hospital. 	
Positive images of people with different abilities are apparent in the classrooms and the school generally.	X			<ul style="list-style-type: none"> Jig-saw scheme for PSHCE. Picture news promotes positive images of people with different abilities in assembly weekly. Learning behaviours include different abilities within the characters. 	
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.	X			<ul style="list-style-type: none"> Resources and support are provided so all children can access the whole curriculum. Broad and balanced curriculum through specialist teaching. Advice is always asked of the parent/carer to best suit the needs of each individual. 	

STATEMENT	FULLY	PARTLY	NOT	EVIDENCE	PLAN PROMPT
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.	X			<ul style="list-style-type: none"> Children with learning disabilities have peer support in school through circles of friends and buddies. 	
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment.	X			<ul style="list-style-type: none"> Children who have 1-1 support through EHCP/statement have good deployment of adults to support. Employed a learning mentor so certain children benefit from high staff ratios and smaller group activities. 	
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people on the ASD Spectrum.	X			<ul style="list-style-type: none"> Tasks are differentiated and extra time is given when required by some disabled children. 	
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.	X			<ul style="list-style-type: none"> Big key computer, Alpha smarts, I pads all accessible in school. 	
Provision of laptops is considered to aid recording and / or communication.	X			<ul style="list-style-type: none"> I pads and laptops used for voice recording and mini microphones used in FS and key stage 1. 	
School visits are subject to a regular review to ensure increased levels of access or alternative experience.	X			<ul style="list-style-type: none"> All children have access to all visits planned for in school. Provision is made so alternative experiences are not necessary. 	

STATEMENT	FULLY	PARTLY	NOT	EVIDENCE	PLAN PROMPT
The school links with other schools to share good practice.	X			<ul style="list-style-type: none"> • Heatherwood to seek advice and borrow equipment. • BOSS for behaviour support. • Network meetings for SEND and Inclusion. • Pyramid planning meetings and consultation surgeries with the EP. 	
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension.	X			<ul style="list-style-type: none"> • Teachers adapt the curriculum to meet the needs of all the learners. 	
Access Arrangements are used when appropriate to support children / young people with accessing assessments.	X			<ul style="list-style-type: none"> • SATS special consideration for extra time, 1-1 support, adapt equipment. Handwriting speed scores to access scribes. Materials copied onto different coloured paper. • Phonics test in Y1 and Y2 – the following can be changed to allow children to better access the materials provided: font/size/colour/reduced words on page. 	
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, Autism Family Practitioners, SAIDSEND, IFSS	X			<ul style="list-style-type: none"> • SENCO, PSA and EP all sign post for further support when required. 	

STATEMENT	FULLY	PARTLY	NOT	EVIDENCE	PLAN PROMPT
A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.	X			<ul style="list-style-type: none"> Named governor visits regularly and reports to Curriculum and Standards Committee. 	
SECTION 2: The school is designed to meet the needs of all children / young people.					
The size and layout of areas allow access for all children / young people, including wheelchair users.		X		<ul style="list-style-type: none"> Mobile adaptations move with the child. New doors are wheelchair accessible. 	<ul style="list-style-type: none"> Plan access as new arrivals with needs present.
In considering the school budget there is a clear plan to improve access and resources for those with a disability.	X			<ul style="list-style-type: none"> SEN budget consider resources required for those with a disability KS2 disabled toilet refurbishment 	
There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.	X			<ul style="list-style-type: none"> Facilities development meeting with LA. 	
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	X			<ul style="list-style-type: none"> OT arrange for regular checks on a specialist chair used by a disabled Records are stored on SIMs for medical needs. IHP/intimate care plans are checked to see if include the checking of equipment. child in school. 	<ul style="list-style-type: none"> Plan checks of specialist equipment as new arrivals with needs present.
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.	X			<ul style="list-style-type: none"> Evacuation procedures in place. Fire audit completed. Disabled visitor need to access needs when on site. Lock down procedures in place. 	

STATEMENT	FULLY	PARTLY	NOT	EVIDENCE	PLAN PROMPT
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	X				<ul style="list-style-type: none"> Disabled visitor need to access needs on arrival. Plan PEEP as new arrivals with needs present.
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>	X			<ul style="list-style-type: none"> Medical plans in place for individual children. KS2 has lockable medicines due to new staffroom entrance key fob. KS1 has lockable medicines cupboard – DC room. Intimate care policy in place. Mid-days have access to medical plans. 	
Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.	X			<ul style="list-style-type: none"> Disabled parking kept available. 	
There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.	X			<ul style="list-style-type: none"> Is considered during employment process. 	
Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.	X			<ul style="list-style-type: none"> Advice taken from Heatherwood school. 	

STATEMENT	FULLY	PARTLY	NOT	EVIDENCE	PLAN PROMPT
The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.	X			<ul style="list-style-type: none"> • Consideration was taken when discussing with architect when refurbishing KS2 building. • Display policy in place. 	
SECTION 3: The school delivers materials in other formats.					
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.		X		<ul style="list-style-type: none"> • SATS equipment is ordered specially when required. 	<ul style="list-style-type: none"> • Plan provision as new arrivals with needs present.
Information is presented to groups in a way which is user friendly for people with disabilities e.g. reading aloud, overhead projections and describing diagrams.	X			<ul style="list-style-type: none"> • Coloured screens, exercise books and overlays are used to support children with dyslexia. • Teachers and HLTAs use 'delivery mode' or slide show when displaying slides as a teaching aid. • Font choice considered for clarity for all learners to access, e.g. Arial or Sassoon primary. 	
ICT facilities are used to produce written information in different formats as appropriate.	X			<ul style="list-style-type: none"> • As appropriate – printed versions. • VI child – recorded on SEN support plans. • Quality first teaching. 	

STATEMENT	FULLY	PARTLY	NOT	EVIDENCE	PLAN PROMPT
<p>Staff are familiar with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...</p>	X			<ul style="list-style-type: none"> • Seek advice from Heatherwood when necessary. • SENCO, PSA, Inclusion manger aware of external agencies and support they can provide. 	
<p>There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.</p>	X			<ul style="list-style-type: none"> • In SEND information report – complaints procedure. • HT meetings with parents. 	

3. Access Plan for the Period 2020 to 2023

Sandringham Primary School will monitor the implementation of the plan and keep under review the access needs of the school.

FOCUS/ OBJECTIVE	ACTION	PEOPLE INVOLVED	TIME FRAME	COST	OUTCOME/ REVIEW EVALUATION
SHORT TERM					
Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.	Disabled visitor need to access needs on arrival. Plan PEEP as new arrivals with needs present.	JM/ES	N/A	N/A	
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.	Plan provision as new arrivals with needs present.	CM	N/A	N/A	
MEDIUM TERM					
The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.	Plan checks of specialist equipment as new arrivals with needs present.	JM/ES	N/A	N/A	
Emergency and evacuation systems set up to inform all pupils including children / young people with SEN, including alarms with both visual and auditory components.	Disabled visitor need to access needs when on site. Review and practise lockdown procedure	JM/ES	N/A	N/A	
LONG TERM					
In considering the school budget there is a clear plan to improve access for those with a disability.	All classrooms to be accessible to all.	SLT JW	Ongoing	TBC	

4. Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Period of Plan being checked: 2019-2020

Lead member of staff: JM/ES

Date: 18.12.2019

DOES THE PLAN COVER:	YES/ NO	COMMENTS
1. Does the Plan Cover: Access to the Curriculum? Access to the Physical Environment? Auxiliary aids and services? Teaching and learning practices? Staff training? Culture and ethos? Provision of written information?	Y Y Y Y Y Y	
2. Are there targets that are:	Short term? Medium term? Long term?	Y Y Y
3. Are there clear strategies to ensure targets fulfilled?	Y	Plans to be put in place if newcomer arrives.
4. Are there clear outcomes linked to the targets?	Y	
5. Is there a realistic time frame?	Y	
6. Are there indications as the resourcing of the plan?	Y	
RECOMMENDATIONS		
Considering needs of newcomers when on roll.		