



# Accessibility Plan 2020 - 2023

Policy lead:	Head teacher
Date of last review:	May 2020
Date for next review:	December 2023

## **Introduction**

Sparkwell All Saints Primary School has been described by Ofsted (February 2019) as being a Good school where: 'Effective pastoral support ensures that these (SEND) pupils settle quickly and feel safe and happy in your school'. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter and their parents and the wider community are important to this success.

This plan has been developed in consultation with staff, parents, pupils and Trustees - including those with disabilities.

## **Purpose of Plan**

This plan shows how Sparkwell All Saints Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

## **Areas of responsibility within this plan**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils and parents (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

## **Contextual Information**

Sparkwell All Saints Primary School opened as a Free school in 2013. Originally housed in a Victorian building adjacent to the church, in January 2016 we moved to a purpose-built new school. The original Victorian building is occasionally used by the school as a gym space and arts room, accessible by a short walk along a narrow road with part pavement. In the old school, the arts room is only accessible by using a small number of steps, this would not be appropriate for wheelchair use. The new building is on one level and has wide corridors and wheelchair accessible doorways and toilets. A Disabled toilet is available in the foyer for

adults. We regularly visit the local woods for Forest School, this would be adapted as necessary to ensure all children can take part.

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities and children in receipt of Disability Living Allowance (DLA). At present we have no wheelchair dependent pupils, parents or members of staff. We have parents who are disabled badge holders and have some physical difficulties. On being told of a disability we will meet with those concerned (and parents of a child) to ensure we understand the needs and do all that is reasonable to meet these needs.

### **Our Plan**

#### **Area 1: Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school and it is planned to ensure accessibility for all. Consequently, all children have always been able to attend age relevant after school clubs, leisure and cultural activities and educational visits.

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Increase confidence of all staff in differentiating the curriculum for specific pupil needs	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods. Use online learning modules if required	From September 2018, include in next SDP	Headteacher	Raised staff confidence in strategies for differentiation and understanding of pupil needs. Staff trained in dyslexia awareness.
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	From September 2018, include in next SDP. Focus on attachment, ASC and dyslexia.	Headteacher	Raised staff confidence in strategies for differentiation and meeting pupil needs.

Ensure all staff are aware of disabled children's curriculum access	Include individual access plans for disabled pupils when required as part of a My Plan, or a separate disability plan if not SEN. Include a one page profile for all those with disabilities. Information sharing with all agencies involved with child	Include from February 2016 in all future My Plans	Headteacher	Individual plans in place that reflect a child's disability and how the school will offer support. Ensure all staff, including supply or peripatetic are aware.
Review PE curriculum to ensure PE accessible to all (including those with ASC)	Talk to children with disabilities  Gather information on accessible PE and disability sports  Reflect any amendments in planning	From Summer Term 2020	Headteacher with sports coach and teachers	Observations show that all pupils access and enjoy PE sessions and these are tailored to fit all children's needs. Sports coach to attend training in this area.

## Area 2: Improving access to the physical environment of the school

Sparkwell All Saints School is continuing to grow and develop and has all year groups on site from September 2018. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known and we would seek professional advice. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	Responsibility	Success Criteria
The school is aware of the access needs of disabled	To create access plans for individual disabled pupils as part of the IEP	From September 2016 and ongoing	Headteacher and chair of Trustees	My Plans in place for disabled pupils and all staff

<p>pupils, staff, governors, parent/carers and visitors</p>	<p>process when required</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers and ensure disabilities don't stop them attending events</p> <p>Consider access needs during recruitment process and schools admission procedures</p>			<p>aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities Access issues do not influence recruitment and retention issues</p>
<p>Ensure all disabled pupils can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities, including trained fire marshals</p>	<p>From March 2020 and review annually</p>	<p>Headteacher with fire marshals and support staff</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>

### Area 3: Improving the delivery of written information to disabled pupils and parents

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, worksheets and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a

reasonable timeframe. In planning to make written information available to disabled pupils and parents we again need to establish the current level of need and be able to respond to these. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's IT infrastructure will enable us to access a range of materials supportive to need.

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms where a disability has been declared</p> <p>Ensure school website can be accessed by the visually impaired.</p>	From September 2019	Headteacher, supported by all staff including office staff	<p>Parents are asked if they wish to declare any disability so that school can offer appropriate support</p> <p>All parents receive information in a form that they can access</p> <p>All parents understand that the school can offer them support in accessing information</p>
Annual review of information to pupils and parents to ensure it is as accessible as possible	Review this target at least annually, or in the light of any new requirements in school. We will be aware of any families where English is not the first language and any literacy difficulties.	From February 2020	Headteacher with relevant staff & governors	<p>Child friendly My Plans for children as they get older</p> <p>Any specific needs (e.g. dyslexia) are taken into account by teachers</p>