

# **SEND**

# **Accessibility Plan**



Last reviewed on: Sept 2024

Next review due by: Sept 2025

## **Definitions:**

'A person has a disability if he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities'.  
Equality Act 2010

Further definitions from the Equality Act 2010:

*Long term* - is defined as "lasting or likely to last for at least 12 months".

*Physical impairment* - includes sensory impairments such as those affecting sight or hearing.

*Mental impairment* - covers a wide range of impairments relating to mental functioning.

## **Aims:**

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

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

## **Philosophy:**

Every child has a right and entitlement to receive a broad and balanced curriculum which is delivered appropriately to meet his/her needs and abilities.

## **Vision and Values:**

Together Helping Every Child' is our mantra, and our aim is to enable all pupils to develop their full academic potential and their social, emotional and wellbeing in a caring and supportive environment. This vision includes removing our barriers to learning and considering access within the school environment for all disabled pupils. We aim to:

- Get to know each child as an individual so we can cater to individual needs
- Celebrate all pupils' successes and achievements

- Provide a stimulating, enjoyable and challenging curriculum so children enjoy learning
- Set high expectations that are shared by children and staff
- Develop children's confidence and self-esteem
- Encourage children to take responsibility for their learning, and roles within school life so that they take with them lifelong skills
- Work in partnership with families so that they feel proud of their children and their school

## **Equality**

Sutton Green School is committed to inclusion and our equality objectives include a commitment to removing barriers for all those linked to our school community. The school is committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion and belief, or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which promotes respect for all. At Sutton Green Primary School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

## **Information Gathering:**

Schools are required to collect information in order to formulate meaningful access plans. The information we have collected and considered before creating this plan is as follows:

- The nature of our school population for whom we are planning
- The nature of our school, including a consideration of the impact of the our existing plans and priorities
- Pupils already in school and moving through it
- The nature of the future intake
- The level of staff awareness of Equalities legislation
- The presence of disabled pupils and their participation in the life of the school, for example, patterns of attendance and exclusions, areas of the curriculum to which disabled pupils have limited or no access, the participation of disabled pupils in after school clubs and school visits, parts of the school to which disabled pupils have no or limited access.
- The impact on disabled pupils of the way the school is organised, for example, school policies

and practices around the administration of medicines, time-tabling, anti-bullying policy, school trips and teaching and learning.

- The physical environment of the school
- The curriculum
- The ways in which information is currently provided for disabled pupils
- Outcomes for disabled pupils including exams and end of key stage results and achievements in extracurricular activities

### **Physical Environment:**

- The school has a disabled toilet
- The school is set out on one level, with a slight ramp leading to the main entrance and out into the playground
- All corridors, doorways and rooms are large enough for electric powered wheelchairs to access
- All staff and pupils ensure that corridors are uncluttered to reduce barriers to access, as well as providing door hooks and wide corners for turning
- Where classroom space is tight, adjustments may have to be made to classroom layout in order to facilitate access
- The SENCo examines the job descriptions and training of support staff to ensure they are able to meet the medical needs of disabled pupils
- The SENCo organises and provides specialist furniture for disabled pupils who need it in order to access the curriculum. The school has a responsibility to provide auxiliary aids and services for disabled pupils and this can include specialist equipment.
- The SENCO holds action for inclusion meetings with parents/carers and outside agency to look at any adjustments that need to be made to accommodate children with specific needs prior to admission and to facilitate transition.
- We are putting in place a clearly designated space for disabled parents as car parking arrangements are under review. In the interim, parents/carers with prior arrangement are allowed to come into the school car park and park close to the front door.
- There is designated sensory room for pupils with specific needs who require 'time out' in a quiet space.

### **Access to the Curriculum:**

- All areas of the curriculum will be available to pupils regardless of their disability
- Where an activity cannot be made accessible or would be inappropriate then an alternative activity (agreed by the SENCo and Class Teacher) will be made available e.g. handwriting

practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative

- The school is continuously planning to improve access to the curriculum, which includes all staff identifying reasonable adjustments to offer equality of opportunity

- The SENCo organises training for specific staff in order to improve access to the curriculum

for children in their class

- The school purchases specialist equipment to increase access to the curriculum e.g. more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.

- During lesson observations the SENCo monitors and reviews the participation of disabled pupils to inform future developments in inclusion

- The school plans appropriate visits and transport which are inclusive

### **Access to Written Information:**

- The SENCo organises staff training to raise awareness of font size and page layouts to support pupils with visual impairments

- The SENCo audits signage around the school to ensure that is accessible to all

### **The plan has been informed by:**

- The views and aspirations of disabled pupils – The SENCo regularly monitors pupils on the SEND register and considers their opinions regarding the support they receive

- The views and aspirations of the families of disabled pupils – The SENCo and Learning Mentor meet regularly with families to collate their views and aspirations, and support them

- The priorities of the local authority – We follow LA guidelines and ensure all staff are updated regularly to any changes