Accessibility Plan

2023/2026

Headteacher: Alison Field

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Chair of Governors: Bob Armour

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Policy agreed: February 2023

Due to be reviewed date: February 2026

Purpose

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities. At Sheepy Magna CE Primary School we are committed to creating an environment which secures the inclusion of all children, staff, parents and visitors. Through developing an ethos of awareness, we aim to challenge any negative attitudes which may exist in relation to disability of any kind.

Definition of disability

We understand disability to be:

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

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
    - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
    - Not to treat disabled pupils less favourably
    - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
    - To publish an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
    - recognises and values the young person's knowledge/parents' knowledge of their child's disability
    - recognises the effect their disability has on his/her ability to carry out activities,
    - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

- Ensuring that the equipment we have is user friendly and accessible
- Ensuring that all activities are adapted to suit the needs of individuals
- Ensuring that all pupils have fair access to a wider curriculum
- Ensure that all pupils are able to participate in after school club
- Consider pupils needs so that all pupils can attend and benefit from visits and trips

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Making adaptations to cloakrooms
- Making adaptations to doors
- Making adaptations so all areas can be accessed by all pupils and any improvements to the physical environment as needed
- Make good use of physical aids to access education

Improving the delivery of written information to disabled pupils

- Ensure that all written information is accessible to all, this includes handouts, books, information about school events. Eg enlarged fonts, print outs of the information on the board, simplified websites.
- Provide parents with adapted texts within a reasonable time frame.

Financial Planning and control

The headteacher, SLT and the leadership and management committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Access to the physical environment - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Pupils who use wheelchairs can access all parts of the school	Pathways to be accessible by chair.				
All pupils are able to enter and exits doors independently	All new internal doors to be accessible for wheelchair users.				
	Doors to be fitted with lower handles or kept propped open (if not a fire door).				
All pupils will be able to access school, classrooms and outdoor rooms	Install grab rails for support.				
All pupils to know when there is an emergency and can leave the building safely	Emergency systems to have visual alarms. PEEPs in place for pupils who require additional support to leave the building swiftly and safely.				

Access to the curriculum - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All pupils can understand the lesson content / acquire new knowledge	Information available in: Large print Alternate language Pictorial or symbolic representation Use of translation app	SENDCo & Classteacher			
Staff understand how to support specific pupils	Staff training on specific needs				
Dyslexia friendly resources **Visually impaired resources** **EAL resources** **Dyspraxia resources**	Learning aids produced / purchased in line with current pupil needs				
Increased adult knowledge and confidence in supporting individual pupils	Provide staff training	SENDCo Headteacher to source			Liaise with external agencies / workers eg OTs, PTs,
Pupils needs reviewed and addressed	Termly learning support meetings to highlight need and to plan provision	SENDCo Parents Teacher			

Access to information advice and guidance - statutory					
Accessibility Outcome	**Action to ensure Outcome**	**Who responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
All pupils can understand the lesson content / acquire new knowledge	Information available in: Large print Alternate language Pictorial or symbolic representation Use of translation app	SENDCo & Classteacher			
All pupils are able to navigate the school	Ensure signage is suitable for non-readers and is well-situated				
All parents are aware of newsletter items and are able to communicate with school	Information translated Use of translation app				