



# Sandal Castle VA Community Primary School Accessibility Plan

July 2018 – July 2021



## 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.

*Refer to our Philosophy and Values statement.*

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including include as appropriate: pupils, parents, staff and governors of the school.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.



# Sandal Castle VA Community Primary School Accessibility Plan



## 3. Action plan

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

- **Increasing the extent to which disabled pupils can participate in the school curriculum**

Our school offers a differentiated curriculum for all pupils.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Curriculum resources include examples of people with disabilities.

Curriculum progress is tracked for all pupils, including those with a disability.

Targets are set effectively and are appropriate for pupils with additional needs.

The curriculum is reviewed regularly to ensure it meets the needs of all pupils.

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with Special Educational Needs and Disabilities . Working with the LA and Educational Psychology Service, the SENCo and Inclusion/Safeguarding lead ensures additional resources are available where appropriate.

The school works closely with specialist services including:

- Wakefield Sensory Impairment Team
- Communication Interaction and Access Team
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy

- **Improving access to the physical environment of the school**

This covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Sandal Castle VA Community Primary School.

The recent amalgamation onto one site and new build Foundation Stage and KS1 ' extension' has ensured that all reasonable adjustments, policy and procedure has been discussed at length with building services, architects, Health and Safety officials and recommendations have been implemented fully.



# Sandal Castle VA Community Primary School Accessibility Plan



The environment is adapted to the needs of pupils as required.

This includes:

- Ramps
- Elevators
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
  
- **Improve the delivery of information to pupils with a disability**

Our school uses a range of communication methods to ensure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Pictorial or symbolic representations



# Sandal Castle VA Community Primary School Accessibility Plan

Sandal Castle VA Community Primary School Access Plan 2018-2021				
CURRICULUM ACCESS				
Timescale	Actions to be taken	Success Criteria	Person Responsible	Progress
July 2018 – July 2021	<p>To ensure that staff who have joined the school since initial training are made aware of the Equality Act 2010 i.e.</p> <ul style="list-style-type: none"> <li>• Setting suitable learning challenges</li> <li>• Responding to pupils' diverse learning needs</li> <li>• Overcoming potential barriers to learning and assessment for individuals and groups of pupils. To ensure all staff use these to inform differentiated planning and provision across the school.</li> </ul>	<p>Evidence noted in lesson observation feedback and via learning walks.</p>	<p>Governing Body SLT SENCO</p>	<p>In- depth rigorous induction process ensures consistency of approach</p>
	<p>To make all staff aware of available specialist support in the LA.</p>	<p>Staff are aware of available Support Services and are confident in requesting support eg triage, drop ins, SEN planning meetings.</p>	<p>SENCO</p>	<p>In- depth rigorous induction process Purposeful Drop Ins and SEN planning meetings with external agencies</p>
	<p>All staff to offer quality first teaching with suitable differentiation and challenge.</p>	<p>Staff access suitable training tailored to their needs to ensure all children access a</p>	<p>SENCO SLT Faculty</p>	<p>Evidence of triangulation of information re progress and attainment in its widest sense</p>



## Sandal Castle VA Community Primary School Accessibility Plan

		curriculum targeted to meet need.		eg Boxall, SDQ's, feedback, marking, QA of work books
	To identify and further clarify INSET needs.	Staff access suitable training tailored to their needs to ensure all children access a curriculum targeted to meet need.	SLT	See CPD Calendar
	ICT training eg. IPads, Clicker 7, Chatta	MINT - appropriate ICT training	SENCO	Fortnightly staff training programme
	Makaton training	LSS SLA	SENCO	X 4 staff trained
	Specialist staff appointed with specific skills eg ASD, SpLD, Behaviour, EAL	Appointment of specialist staff ensures specific needs can be met	SLT GB	High quality Inclusive provision using expertise of specialized staff ensures ALL children access a broad and balanced curriculum entitlement.
	Additional formal ASD training for specialist staff.	All staff upskilled	In house CPD led by DJ	Rolling programme of training led by DJ – SEE CPD calendar
	Continuous development of the Nurture group provision - CoE and IQM accreditation	Inclusion Quality Mark Accreditation  Centre of Excellence accreditation	SLT	Inclusion Team
	Evaluation of Curriculum in relation to SEND	Curriculum fully accessible by all.	All staff	Monitoring, evaluation, review of impact of adaptations, interventions, additional support – see comprehensive year group files
	To analyse needs of potential intake for the following term/year to identify training needs	To provide training relevant to the whole school and individual pupil needs  Analysis of assessment relating to progress of pupils with disabilities via pupil progress meetings.	SLT  SLT	Cycle of review – see curriculum mapping links with provision mapping.



# Sandal Castle VA Community Primary School Accessibility Plan

		Provision maps in place	SENCO	
<b>PHYSICAL ACCESS</b>				
Timescale	Actions to be taken	Success Criteria	Person Responsible	Progress
July 2018 – July 2021	To ensure school and Local Authority (LA) are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.	To ensure that all identified standards are maintained	Governing Body SLT	Ofsted 2015 – Hand S and safeguarding measures are met  LA FRA took place Sept 2016/2017
	To identify the impact/use of low sensory areas in school for pupils with sensory impairments.	To see a reduction in frequency and/ or duration of episodes of distress for identified children. Increase in on task activity for identified children	SENCO Inclusion Faculty members Staff	Established key areas of school with low stimulus
	Regular learning walks to focus on the access arrangements within classrooms and around school.	Positive Feedback to SLT	Premises team SBM SLT	Premises/SLT weekly meetings report actions taken
	Subcommittee of the School Council/Faculties audit accessibility ( Pupil voice / pupil view)	Proactive pupil voice.	Inclusion AHT and Pupil faculties	Website evidences pupil voice with SLT actions
	To continue to monitor potential intake for the following term/year to identify training needs and access advice from relevant agencies.	To provide access to training relevant to the whole school and individual pupil needs	SENCO	See CPD calendar



## Sandal Castle VA Community Primary School Accessibility Plan

	To investigate whiteboard screens and heights to allow all pupils to access touch screen technology.	To ensure whiteboards are replaced on rolling programme at lower height or on height adjustable devices.  Touch screen laptops purchased	SLT MINT	Rolling programme
	To ensure that throughout the recent building works that the access to the building is given the necessary consideration.	To liaise with the LA to ensure all building works meet with ED guidance and H and S regs	SLT SBM LA	Continuous dialogue with LA and H/S team
	To continue to monitor arrangements for children with sensory, dietary and rigid routine need, eg uniform and lunch bands	To continue to ensure that all children are comfortable in school wear and with lunch choices.	Inclusion Team SLT	Regular discussions re food choices, allergies – band system introduced  Regular discussions with Brigade re logo reverse covers etc
	To maintain the lifts	SLA in place	SBM	Regular monitoring
	Fire drill modifications eg Makaton posters / visual aid of fire drill routines.	To monitor to ensure that fire drill modifications remain in place and children cope with fire drills without undue distress.	SLT	Observed in situ by LA Hand S adviser and Fire Service – Positive external report
	Ear defenders purchased	Children cope with fire drills without undue distress.	SBM	Further reduction in episodes of distress due to environmental factors for identified children.
	A changing and showering facility available in the new building.	In situ in EYFS. Further reduction in episodes of distress due to environmental factors for identified children.  Heightened awareness of all	SLT LA	Further reduction in episodes of distress due to environmental factors for identified children.  Heightened awareness of all staff to the needs of identified



# Sandal Castle VA Community Primary School Accessibility Plan

		staff to the needs of identified children and modifications that maybe necessary.		children and modifications that maybe necessary.
ACCESS TO INFORMATION				
Timescale	Actions to be taken	Success Criteria	Person Responsible	Progress
July 2018 – July 2021	To audit current groups of parents and pupils in partnership with LA support services.	Create alternative means of communication as needs are identified e.g. strategies for parents' meetings.	SLT	Use of website, outdoor communication screens, App, newsletters, curriculum drop ins, curriculum evenings, high% of parental volunteers in school,
	To identify in consultation with the LA any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information.	Staff are familiar with technology and practices developed to assist people with disabilities	SENCO SBM SLT	Positive partnership established with external providers.  SCP – Highly regarded within the LA
	Support for parents/carers to access school website	Open door policy	SLT	Drop ins

Our Accessibility Plan is a 3 year rolling programme, monitored , evaluated and impact reviewed as part of SLT meetings. Updates to the plan will be implemented according to THE evaluation of our own children's, staff, parent/carer needs, change of legislation or guidance and staffing/CPD changes. We are mindful of our cohort requirements and are flexible in providing curriculum adaptation.



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