



# Sandal Castle VA Community Primary School Accessibility Plan

July 2021 – July 2024



## 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.



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## 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's and Inclusion/Safeguarding leads ensure 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 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.



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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



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| Sandal Castle VA Community Primary School<br>Access Plan 2021-2024 |  |  |   |  |
|--|--|--|---|--|
| CURRICULUM ACCESS  |  |  |   |  |
| Timescale  | Actions to be taken  | Success Criteria   | Person Responsible                        | Progress   |
| July 2021 –<br>July 2024   | <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<br/>SLT<br/>SENCO's</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's</p>                            | <p>In- depth rigorous induction process<br/>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 curriculum targeted to meet</p>                | <p>SENCO's<br/>SLT</p>                    | <p>Evidence of triangulation of information re progress and attainment in its widest sense eg Boxall, SDQ's, feedback,</p> |



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|  |   | need.  |                        | 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   |
|  | IT training eg. iPads, Clicker 7, Chatta, Dyslexia Gold                           | MINT - appropriate IT training   | SENCO's                | Staff training programme   |
|  | BSL Training  | Specialist provision for children and families   | SENCO's                | X 3 staff trained  |
|  | Art Therapy – Drawing and Talking   | Specialist Provision for children  | SENCO's                | X 4 staff trained  |
|  | Early Years Swimming  | Early Years (Baby and Toddler) swim qualifications achieved  | SLT                    | X 2 staff trained  |
|  | Specialist staff appointed with specific skills eg ASD, SpLD, Behaviour, EAL      | Appointment of specialist staff ensures specific needs can be met  | GB<br>SLT              | 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<br><br>Centre of Excellence accreditation   | SLT                    | Inclusion Team   |
|  | Nurture swim introduced and embedded  | Life skills<br>Water safety  | Swimming Teacher       | Valuable life skills taught and water safety introduced to ensure optimum opportunity for future safeguarding                                  |
|  | MHFA Champion   | MHFA – Priority  | SLT                    | X 5 Staff trained  |
|  | Prioritise the importance of PESSPA   | AfPE accreditation<br>L5 PE Specialism<br>L4 MHWB and PE specialism  | SLT                    | X 2 Staff<br>X 1 Staff   |
|  | Evaluation of Curriculum in   | Curriculum fully accessible  | All staff              | Monitoring, evaluation, review   |



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|  | relation to SEND  | by all.  |                               | 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<br><br>Analysis of assessment relating to progress of pupils with disabilities via pupil progress meetings.<br>Provision maps in place | SLT<br><br>SLT<br><br>SENCO's | Cycle of review – see curriculum mapping links with provision mapping.                           |
|  | Effective use of Bsquared   | Analysis of data ensures effective provision mapping   | SENCO's                       | Cycle of MER= accountability   |

## PHYSICAL ACCESS

| Timescale             | Actions to be taken   | Success Criteria  | Person Responsible                            | Progress  |
|-----------------------|---|---|---|---|
| July 2021 – July 2025 | 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<br>SLT                         | LA H and S Audit report<br><br>COVID RA's         |
|                       | 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.<br>Increase in on task activity for identified children | SENCO's<br>Inclusion Faculty members<br>Staff | Established key areas of school with low stimulus |
|                       | Regular learning walks to focus   | Positive Feedback to SLT  | SBM   | Feedback/actions                                  |



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|  | on the access arrangements within classrooms and around school.  |  | SLT<br>Facilities Manager                           |   |
|  | Pupil voice  | Proactive pupil voice.   | SLT   | 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's   | CPD calendar  |
|  | 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.<br><br>Touch screen laptops purchased | SLT<br>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 and Diocese to ensure compliance   | SLT<br>SBM<br>LA<br>Diocese                         | Continuous dialogue with LA , Diocese 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<br>SLT<br>SENCO's<br>School catering | Regular discussions re food choices, allergies<br><br>Regular discussions with Brigade re logo reverse covers etc |
|  | To maintain the lifts  | SLA in place   | SBM<br>Facilities Manager                           | Regular monitoring  |
|  | Fire drill modifications eg Makaton posters / visual aid of fire drill routines, social stories.   | To monitor to ensure that fire drill modifications remain in place and children cope with fire drills  | SLT<br>Facilities Manager                           | Observed in situ by LA Hand S adviser<br>External report  |



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|                              |  | without undue distress.   |                           |  |
|                              | 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.  |
|                              | Defibrillator purchased  | To ensure medical necessity can be met  | All staff                 |  |
|                              | A changing and showering facility available.   | In situ in EYFS. Further reduction in episodes of distress due to environmental factors for identified children.<br><br>Heightened awareness of all staff to the needs of identified children and modifications that maybe necessary. | SLT<br>LA                 | Further reduction in episodes of distress due to environmental factors for identified children.<br><br>Heightened awareness of all staff to the needs of identified children and modifications that maybe necessary. |
| <b>ACCESS TO INFORMATION</b> |  |   |                           |  |
| <b>Timescale</b>             | <b>Actions to be taken</b>   | <b>Success Criteria</b>   | <b>Person Responsible</b> | <b>Progress</b>  |
| July 2021 – July 2024        | 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, app, BSL, drop ins.  | SLT                       | Use of website, 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 | Staff are familiar with technology and practices developed to assist people with disabilities   | SENCO's<br>SBM<br>SLT     | Positive partnership established with external providers.<br><br>SCP – Highly regarded within the LA   |





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|  | need to be altered in order to ensure that disabled pupils and/or parents have full access to information. |                  |     |          |
|  | 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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