

Sunning Hill Primary School



Accessibility Plan

September 2022

This plan should be read with the following policies:

- Special Educational Needs and Disability Policy 2022
- SEND Code of Practice (June 2014)
- Equality Act 2010

Agreed by: Governing Body

Previous review date(s): May 2010, May 2013, October 2013, October 2015,

Review date: September 2023

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation the Governing Body continues to have responsibility for accessibility planning for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This plan will be reviewed in consultation with:

- SENCO
- governors
- external partners

Our school mission statement reflects our intent to ensure equality for all.

The agreed definition of disability, supported by the Disability Rights Commission, is:

'A person has a disability if they have a physical or mental impairment which has a substantial and long term adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning disabilities.'

(From the Disability Equality Guidance document)

Planning Duty 1:

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

We will continue to:

- Provide INSET/staff training to ensure all pupils within each lesson are able to access the content through appropriate differentiation and access strategies.
- Audit resources within each curriculum area to support staff in delivering high quality, lessons to meet the needs of all pupils.
- Work closely with the SENCO to monitor provision for pupils with additional needs.
- Develop close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensure equal access for pupils with additional needs to access clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensure pupils feel fully supported and included within the school through close links with parents and external agencies.

In our school we have a range of pupils who, with support, can access mainstream education. The needs of the pupils range from those who have moderate learning difficulties (MLD) to children who have physical difficulties. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- A differentiated curriculum
- A range of support staff
- Interactive ICT equipment
- Specific equipment sourced from occupational therapy or other agencies
- Liaison with outside agencies
- Liaison with parents.

We work closely with external agencies to support children with a range of needs including: hearing impairment, visual impairment, speech and language difficulties. Some external agencies include; occupational therapists, educational psychologist and school nurse.

On entry to school all parents complete a medical form highlighting any medical needs and physical limitations. When appointing staff, disabled applicants are automatically given an interview, if they fulfil the person specification. If successful, where possible, the school accommodates the needs of pupils and staff by putting in place risk assessments, Health Care Plans and PEPs when required. This includes addressing needs such as allergies, severe asthma, diabetes, haemophilia and other medical conditions.

Regular parents meetings are held throughout the year at which time any needs regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or needs that arise regarding their child or themselves.

All parents have entrance to the school on the ground floor which is accessed by a slope.

Planning Duty 2:

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

As a school, we have adapted our Victorian building in a number of ways:

- Lowered the ceilings and carpeted the classrooms to reduce noise levels and to improve the acoustics for all children. All corridors are carpeted.
- Entrances to school all have lowered handrails, with the main entrance having two levels of handrail. In the KS1 toilets, one toilet has been fitted with a handrail.
- The lighting around school has been updated to improve the quality of light.
- A ground-floor classroom has been developed for Reception pupils, which includes a disabled toilet
- The fire alarms have been improved to ensure they can be heard clearly in all areas of school.

Sunning Hill School is a Victorian building and as such presents a number of difficulties for physical access. The school is on three floors with additional mezzanine levels and the site slopes making the front elevation higher than the rear. The ground floor is accessible in parts but there are steps down to the main dining hall. There is a disabled toilet in one of the ground floor classrooms. The school has considered adding a lift but this would impact on corridor areas and fire escapes. An external lift has also been considered but this would only provide access to certain levels.

Planning Duty 3

Improving the delivery of information to disabled pupils (and parents)

We will continue to

- Provide written materials in alternative formats as requested
- Provide School policies in other formats as required.

- Use the loop system installed to support children with hearing impairments.

Links

- Valuing Diversity Policy
- Anti-Bullying Policy
- Public Sector Equality Duty Policy
- Asset Management Reports

A detailed Action Plan is included below:

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

Action Plan 2022 - 23

Objectives	Action	People	Resources	Timescale	Success Criteria
Target 1- Increase the extent to which disabled pupils can participate in the school curriculum.					
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies	All staff	Time Cost of training	Ongoing	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with any disability are successfully included in all aspects of school life.
Ensure quality first teaching meets the needs of all children.	Focused teacher planning informed by assessment of individual pupil needs. Effective differentiation. Intervention and consolidation provided promptly where necessary.	Teaching staff	Time Cost of any CPD	Ongoing	All pupils make appropriate progress. Needs of all learners met with reasonable adjustments.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables across the school.	All staff	Specific equipment	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Increase in access to the National Curriculum
Ensure all children on SEND register have a one page profile and provision map in place.	One page profiles are created at the start of every academic year and reviewed termly. SENCO to monitor.	Teachers	Time	Termly	One page profiles and provision maps are up to date and form a key part of the planning process for all pupils.
All extra-curricular activities are planned to ensure, where	Review all out-of-school provision to ensure compliance with legislation.	All staff SENCO	Time	Ongoing	All out-of-school activities will be conducted in an inclusive environment.

reasonable; they are accessible to all children.	SENCO to monitor SEND register and attendance to clubs.				Increase in access to all school activities for all pupils.
Availability of written material in alternative/adapted formats	All staff and parent aware of a range of alternative formats.	SENCO and assessment co-ordinator	cost of translation and adaptation	As necessary	Written information available in alternative formats on request.
Target 2- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated service					
Maintain safe access around exterior of school	Ensure that pathways are kept clear. Make sure grounds maintenance contractors know which areas to prioritise	Site manager	Cost of any maintenance	Ongoing	Clear access in all parts of the school
Personal hygiene and medical issues are dealt with paying full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those requiring support with toileting.	Clear plans, identifying where children will take medication/ toileting.	All staff	N/A	Ongoing	Children are able to take medication in a safe, designated space. Children requiring toileting support have a safe, dignified place.
The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	Access plans for individual disabled pupils as part of the Care Plan process when required. Be aware of staff, governors and parent/carers access needs and meet as appropriate. Collate information in school office to acknowledge the disability needs of parent/carers and the potential requirement of school support. Consider access needs during recruitment process.	SLT All staff	Time	As required Induction/ ongoing if required Recruitment process	Care Plans in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parent/Carers have full access to all school activities. Access issues do not influence recruitment and retention issues.

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Continue to ensure all disabled pupils/staff/visitors can be safely evacuated	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities.	Designated staff	PEEP completed Time	As required	All disabled pupils and staff working alongside them are safe in the event of a fire.
Ensure accessibility of access to IT equipment including support for hearing impaired where required	Alternative equipment in place to ensure access to learning. Loop system in place to support hearing-impaired pupils. Advice from external agencies regarding information to the visually-impaired.	SENCO	Cost of equipment	As required	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all and incorporates appropriate capacity for disabled pupils	Make sure all escape routes are clutter free and suitable for all pupils.	Site manager	Time	On-going and as required	All disabled staff, pupils and visitors able to safely leave the building in case of a fire
Target 3- Improve the delivery of information to disabled pupils (and parents)					
Children with Visual Impairment are able to access classroom resources.	Continue to liaise with the Sensory Support Service to identify the equipment/modifications that are required.	SENCO Teaching staff	Time Cost of any resources	Ongoing	Children with Visual Impairment will be able to access the curriculum fully.
Information is presented to groups in a way which is user friendly or suitable for people with disabilities					
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Send out survey to parents regarding quality of communication	SLT	Time Google form	Annually	School is more aware of the opinions of parents and acts on this. Parental opinion is surveyed and action taken appropriately.
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them and they are accessible to all stakeholders	Provide information, policies, plans and letters in clear print in "simple" English. Ensure website and all document accessible via the	SLT Any staff writing policies	Time	Ongoing	All aspects of school life promote equality of opportunity for all pupils and promote the school values.

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	school website can be accessed by the visually impaired.				
The use of an electronic method of reporting to parents and payments.	Electronic reporting methods in place. Tucasi and world pay used and support parents in using the system when needed.	Business manager Office staff	Cost of software	Ongoing monitoring	The school is able to move forward with electronic reporting to parents.