



Accessibility Policy and Plan 2022-25

Our mission statement: Roots to grow...wings to soar

Safeguarding

If there are any Safeguarding issues that arise from the implementation of this policy, then they should be dealt with in accordance with the School's Safeguarding policy. Any safeguarding concerns should be referred directly to the School by telephone or in person for the attention of the Designated Safeguarding Lead along with any concerns relating to the Prevent Strategy.

Equality

This policy should be read in conjunction with the School's Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This school endeavours to advance equality of opportunity and foster good relations for all.

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Sandford St Martin's Primary School.

2. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability policy and related SEND – Our Parents' Guide;
- Policy for Supporting Children with Medical Conditions and Managing Medicines Policy, and our
- Single Equality Policy and School Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Teaching and Learning Policy
- Curriculum Statement and drivers
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Positive Behaviour Policy
- School Improvement Action Plan

3. Our vision and aims

Sandford St Martin's Primary School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Sandford St Martin's Primary School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary, and a Health Care Plan may be put in place if necessary.

Curriculum

Sandford St Martin's Primary School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;

- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of the full range of medical and learning needs
- Hearing loop installed;
- organising classrooms so that they promote the participation and independence of all pupils;
- modifying worksheets and curriculum content into large font, and provision of books with enlarged print in line with recommendations from Visual Support Services.

Physical Environment

Sandford St Martin's Primary School is a new school with completely up-to-date facilities – opened in October 2014 – so therefore careful thought was given especially to the physical accessibility of the school and thereby incorporated into the plans.

The school has in place:

- flat access to all school entrances;
- 3 dedicated parking bays outside the main school entrance for pupils and families, and visitors with a disability; with 2 further bays being allocated in the overflow carpark
- a table with adjustable height in every classroom
- an accessible toilet with shower and changing facilities;
- white stripe around central pillar to aid pupils with reduced vision in the reception/library area;
- good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- PEEP (Proforma for Pupils who require assistance for Emergency Evacuation) -form 1 – emergency exit plan completed for anyone who requires assistance with any aspect of emergency evacuation.

Information

Sandford St Martin's Primary School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- has the facility to provided 'easy read' versions of our school policies;
- using social stories and picture symbols to explain school rules and routines for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Sandford St Martin's Primary School can be enhanced for disabled pupils and disabled staff (and disabled visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school and the Diocese. It will advise other school planning documents.

Sandford St Martin's Primary School will work in partnership with the Local Authority and Diocesan Board in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Sandford St Martin's Primary School's Accessibility Plan will be implemented by the Headteacher.

Sufficient resources will be allocated by Sandford St Martin's Primary School to implement this Accessibility Plan.

6. Monitoring

The Sandford St Martin's Primary School Accessibility Plan covers a three-year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors' Strategy Group.

The governing body, or proprietor will monitor Sandford St Martin's Primary School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Sandford St Martin's Primary School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Sandford St Martin's Primary School complaints procedure covers the Accessibility Plan.

Sandford St Martin's Primary School ACCESSIBILITY PLAN - 2022-2025: Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Increase use of reliably technology, accessible scaffolds and digital writing frames for SEND in the classrooms	<ol style="list-style-type: none"> 1. Order new devices as part of IT replacement strategy 2. Upskill staff in use of software and hardware for effective classroom use (Purple Mash, Clicker and Tablet technology) 3. Integrate Computing/SEND/SIAP strategies for ongoing improvement 	PB/HC	<ol style="list-style-type: none"> 1. Summer 2022 2. Summer 2022 3. Autumn 2022 onwards 	<ul style="list-style-type: none"> • Children's lessons and learning are supported by fast, reliable and suitable hardware and software • Children's learning outcomes are supported and scaffolded by child friendly, needs led resources • Staff and children's confidence in reliability and accessibility is high
<p>Continue to engage with external agencies and specialist services to meet the needs of all SEND</p> <p><i>Keep curriculum access and progression under review to ensure it is meeting the needs of SEND learners</i></p>	<ol style="list-style-type: none"> 1. Embed teachers' understanding of standards, expectations and duties re: reasonable adjustments for SEND 2. Maintain termly review of all SEND learners with Ed Psych and Specialist teacher 3. Train subject leads to monitor the success of their subject on-going from SEND perspective 	PB/HC	<ol style="list-style-type: none"> 1. 2022-2023 2. Termly 2022-23 and beyond 3. 2022-23 and beyond 	<ul style="list-style-type: none"> • Ofsted framework met and school graded good • School reputation strong due to effective implementation and impact of SEND provision • Wide range of SEND agencies and partners support staff and children with day-to-day and strategic work • Subject leads and link governors reports show SEND culture improvements
Expand staff capacity in SALT, dyslexia support and ASD support	<ol style="list-style-type: none"> 1. Embed TA appraisal and CPD opportunities into school cycles 2. Train additional staff in SALT 3. Train additional staff in Dyslexia screening 4. On going support for ASD and other SEND (outreach/CPD) 	PB/HC	<ol style="list-style-type: none"> 1. Summer 2022, Spring 2023, Spring 2024 2. From Aut 2022 3. From Aut 2022 4. Summer 2022 onwards 	<ul style="list-style-type: none"> • SALT provision and timetabling shows increase in number of children receiving regular, bespoke programmes • Liaison with Elkland And Dorset SALT efficient and reliable • Children with SALT/literacy difficulties have specific issue identified and addressed in suitable timescales • Teachers and TAs skilled, knowledgeable and supportive with SEND children

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Build in retrieval practice to support short-term working memory	<ol style="list-style-type: none"> 1. Train teachers in effective retrieval practice 2. Keep curriculum under review and embed support resources 3. Utilise external expertise 4. Increase capacity by reducing higher stakes testing cycle 	HC/PD/CP	<ol style="list-style-type: none"> 1. Sept 2022 2. Ongoing from Aut 2022 3. From Spring 2023 4. From Spring 2023 	<ul style="list-style-type: none"> • Children learn more and remember more -the curriculum is suited to learners and internal/external reviews report favourably • Children experience regular low stakes quizzes and questioning, in place of formal testing cycles • Essential learning is retained and applied, teachers know gaps and respond in timely fashion (less reliance on long term analysis)

Sandford St Martin's Primary School ACCESSIBILITY PLAN - 2022-2025 : Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding Procedures, Health & Safety Audits, and any Capital Build Programme. The plan considers the essential work necessary to ensure reasonable adjustments have been made.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
Resurface playgrounds and early years hard areas for wheelchair accessibility and gross motor development	1. Successful SCA bid via Diocese	KK/MW	Summer 2022	£45,000 (Govs contrb. £4,500)	<ul style="list-style-type: none"> • Smooth, flat surfaces • Absence of gravel/loose chipping/stones/broken surface • Wheelchair users and wheeled toys can move unhindered • Significant reduction in accidents (trips/slips/falls) reported • Staff confidence in EYFS outdoor area and evidence of surface used for play.
Adapt kerb immediately outside small gate to a ramp for disabled access (paint different colour to kerb by yellow hatching, in the meantime, for depth perception	<ol style="list-style-type: none"> 1. Source tarmac to create 'camber' from kerb to disabled parking bay adjacent to front gate 2. Contractor to use different colour for contrast to yellow disabled bay 3. Consider permanent, less breakable solution, in continual ramp/dropped kerb 	PB/KK	Summer 2022 or as achievable	Within above? Or £1000	<ul style="list-style-type: none"> • Smooth, gentle surface • No trip hazard to front of school • Significant reduction in accidents (trips/slips/falls) reported

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
Install disable/wheelchair accessible lift to mezzanine floor	<ol style="list-style-type: none"> 1. Successful SCA bid via Diocese OR 2. Suitable charity/business partner 	KK/HC	Summer 2023	Unknown	<ul style="list-style-type: none"> • Wheelchair users (children and adults) can access ELSA/upstairs mezzanine unaided
Expand calm down room and sensory room features/capacity (padding/wallpapers etc)	<ol style="list-style-type: none"> 1. Source suitable wall padding/noise reduction materials 2. Source and install suitable calm wall decorations 3. Source suitable sensory equipment and ergonomics with specialist outreach guidance 	HC/PB	From Autumn 2022	Unknown	<ul style="list-style-type: none"> • Children speak positively of environment designed for calming or regulating • Equipment and features high quality and similar grade to specialist provision • Equipment and décor supports appropriate regulation in line with children's plans

Sandford St Martin's Primary School ACCESSIBILITY PLAN - 2022-2025 : Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
Embed the use of Immersive reader/dyslexic friendly fonts and backgrounds in class/interactive whiteboards	<ol style="list-style-type: none"> 1. Implement Microsoft Edge to computers and devices 2. Train staff in features and benefits 3. Regularly revisit dyslexic/cognitive overload training for classroom materials and teaching screens 	<p>PB/HC</p> <p>Teachers</p>	<ol style="list-style-type: none"> 1. <i>Summer 2022</i> 2. <i>From Autumn 2022</i> 3. <i>From Spring 2022</i> 	<ul style="list-style-type: none"> • Drop ins evidence increase in child/SEND friendly presentations of written word • Children are offered 'reduced' information routinely • Teachers/TAs adapt and amend written/visual materials for individuals
Establish new school website inc multi-language (translate) and read aloud features/zoom/plain text/high contrast	<ol style="list-style-type: none"> 1. Website working group established and vision reset 2. Business partner engaged for redesign, inc accessibility features 3. Website content and presentation maintained with all users in mind 	TH/PB/KK	<ol style="list-style-type: none"> 1. <i>Summer 2022</i> 2. <i>Autumn 2022</i> 3. <i>Ongoing from Spring 2023</i> 	<ul style="list-style-type: none"> • Website translates to a range of languages at the click of a button • Website offers high contrast, plain text and read aloud features • Website users find information they are looking for with ease • Website is inclusive and accessible



SANDFORD ST MARTIN'S CE (VA) PRIMARY SCHOOL

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