

# Sibsey Free Primary School

## Accessibility Plan March 2022 - 2025



Approved by: Governing Body

Date: March 2022

Last reviewed on: March 2021

Next review due by: March 2025

## **Inclusion Statement**

Sibsey Free School is committed to enabling all children to reach their full potential, having full access to a broad, balanced and relevant education, to be fully included in the school community, and as a result, make a successful transition to secondary education and so into adulthood.

All pupils will learn best in a school where they are valued for who they are and for the unique contributions they make to the school community. This is part of the whole ethos of Sibsey Free School

We promote the inclusion of all children and recognise the particular needs of those with SEND (Special Educational Needs or Disabilities), i.e. children with Specific Learning Difficulties (e.g. dyslexia), those with sensory or physical impairments, and those with speech and language difficulties.

Staff also recognise and understand the needs of children who demonstrate characteristics within the autistic spectrum, and those with Social, Emotional or Mental Health Difficulties.

The specific needs of those children with medical difficulties will also be met so far as we are able.

We will endeavour to ensure that the needs of all children are understood and met as far as is possible, and this includes the needs of Looked After children.

## **Aims**

Under the Equality Act 2010, we are required to have an accessibility plan.

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.

This Plan will be made available on the school website, with a paper copy available upon request from the school office.

## **Rationale**

The School has specific duties in relation to dealing with disability discrimination and promoting equality of opportunity. These duties are outlined in the Equality Act 2010. The duties extend to all 'Protected Characteristics' e.g. age, sex, race, disability, religion or belief and sexual orientation.

The three main elements of the Public Sector Equality Duty in the above act are:

1. Elimination of Discrimination.
2. Advancement of equality of opportunity between those who share a protected characteristic and those who do not.
3. The fostering of good relations across all characteristics.

Accessibility Planning will consider:

1. Increasing the extent to which disabled pupils can participate in the curriculum.
2. Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
3. Improving the availability of accessible information to disabled pupils.

## Definition of Disability/Legislation

This Plan is produced to meet the requirements of the Equality Act 2010 and the Department for Education Guidance on the Act.

The Equality Act 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.

### **Staff and Governors have a responsibility to ensure that:**

- ❖ The School produces an Accessibility Audit/Accessibility Plan triennially and monitored annually.
- ❖ All disabled pupils are able to participate in the school curriculum, as far as is possible.
- ❖ The school environment is such that disabled pupils can take advantage of the education offered and of associated services, as far as is possible.
- ❖ Information regarding disabilities in relation to pupils is obtained. Such information obtained will be used to improve the provision of services at Sibsey Free School.
- ❖ Curriculum Adaptation is offered to enable all pupils to feel secure and make progress.
- ❖ Teachers/Teaching Assistants/Learning Support Assistants receive necessary training to enable them to effectively support disabled pupils.
- ❖ Strong links are maintained with relevant support agencies.
- ❖ When appropriate, pupil achievement is monitored by disability to identify any trends or patterns that may require additional action.
- ❖ Disabled pupils will be encouraged to participate fully in school life, including representation at school events, assemblies and pupil voice opportunities.
- ❖ Any bullying or harassment of disabled pupils is monitored, and necessary steps taken to eradicate such incidents.
- ❖ Steps are taken to ensure that disability is portrayed positively in school.
- ❖ When opportunities arise, the school partakes in events to raise awareness of disability (e.g. through Healthy Schools Week and/or special awareness months and days).
- ❖ If information is required by parents, visitors, pupils and staff in formats which are more accessible to them, this will be made available upon request.

- ❖ Regular home:school liaison takes place with parents of disabled pupils. Parents of children with disabilities will be provided with such information or resources as required to assist them in helping their child with their learning at home.

In particular, Staff and Governors will :

- Eliminate unlawful discrimination;
- Eliminate harassment of disabled pupils that is related to their disability;
- Promote equality of opportunity between disabled pupils who share protected characteristics, and also those who do not;
- Promote positive attitudes and relationships across all characteristics, between those who share a protected characteristic and those who do not;
- Encourage participation in public life by disabled pupils;
- Take steps to meet disabled pupils' needs;

## **Monitoring**

To meet the Equality Act, it is essential that aspects of school life are monitored to identify whether there is an adverse impact on children and young people with disabilities in relation to the Public Sector Equality Duty.

The following will be monitored:

- Any reports of discrimination will be thoroughly investigated, and appropriate action taken to eliminate future issues;
- Opportunities for pupils with a disability to access all areas of the curriculum including extra-curricular activities.
- Activities undertaken that promote good relationships between those who are disabled and those who are not.

## **Consultation**

Although it is not a requirement, when appropriate, the School proposes to continue to consult with disabled pupils, staff, parents and those using the school environment, to ensure that the needs of such people are considered and taken into account.

Consultation may take the form of:

- Survey/Questionnaires
- Focus group
- Drop in sessions
- Networking

## **Action Plan**

The School will produce an Accessibility Plan in order to ensure that the necessary action is taken to meet the requirements of the Equality Act 2010.

The Action Plan will be monitored and reviewed annually by the Governors to ensure that action identified is being carried out to achieve the outcomes indicated. This will include assessing the impact of other school policies, procedures and practices of the school on disability equality.

The Plan will also be revised every three years, or more frequently if necessary.

## **Complaints**

The school has a Complaints Procedure which also covers the accessibility plan. Any concerns relating to accessibility will be dealt with following the process identified in that Procedure.

## **Review**

This Plan will be monitored annually, and reviewed on a three-yearly basis.

Prepared: December 2021

### **Links with Other Policies:**

This Plan is linked to other documents:

Health and Safety Policy and sub document Risk Assessment

Public Sector Equality Duty Statement and Objectives

Special Educational Needs

Medical Needs

Aim	Current Good Practice	Objective	Actions to be taken	Responsibility	Date to complete actions by	Success Criteria
<p><b>1. Increase the extent to which disabled pupils can participate in the curriculum.</b></p>	<p>Teaching and learning across the curriculum reflects equal opportunities for all. Curriculum adapted to suit the needs of all learners/learning styles. Monitoring of attainment of children with needs. Use of resources to support learning. Contact with outside agencies to support the needs of pupils with learning challenges. Needs of those with physical, visual impairments/hearing impairments considered through e.g. seating/advice from relevant agencies. Needs of children with dyslexia, dyscalculia, etc considered and needs met through adaptations. Consideration of needs of children with ASC/ADHD/Tourette's/Behaviour difficulties/Speech &amp; Language difficulties, through adaptations as required, and through pastoral support/Plans. Needs of children with medical needs met through contact with relevant medical practitioners, and production of Health Care Plans. e.g. Anaphylaxis, Asthma, Diabetes, Epilepsy, Enuresis/Soiling. Relevant staff Paediatric/First Aid Trained. All children encouraged to take part in extra-curricular activities. Children with emotional health needs are supported through pastoral care/MHST.</p>	<p>Staff to be trained as appropriate to enable them to understand learning challenges and adaptations required.</p> <p>Preparation for secondary transition for all children with SEND/Medical Needs, particularly for those with specific learning difficulties/physical/hearing/visual impairments.</p> <p>Ensure consideration given to the seating of children with e.g. hearing and visual impairments.</p> <p>All relevant staff to be trained in First Aid Procedures (3 yearly).</p> <p>All relevant staff to be trained as appropriate for other medical needs.</p> <p>All children EHWB needs have relevant support.</p>	<p>Survey of staff to ascertain any training required, especially with new workforce.</p> <p>Contact with Physio/Occupational Therapist/SEST.</p> <p>Contact with Secondary Schools.</p> <p>Relevant pupils to be seated in optimum position to meet their needs.</p> <p>Support Staff to be First Aid Trained 2021/22.</p> <p>Annual staff training to cover medical challenges as appropriate.</p> <p>All children with EHWB needs receive in-house pastoral care or support through MHST/Healthy Minds/ other referrals.</p>	<p>Assistant SENCO</p> <p>Assistant SENCO</p> <p>Assistant SENCO</p> <p>Class Teacher</p> <p>Headteacher</p> <p>Assistant SENCO</p> <p>Headteacher/ Assist SENCO</p>	<p>Summer 2022 and annually</p> <p>Summer Term annually</p> <p>As above</p> <p>Ongoing</p> <p>Summer 2022</p> <p>Spring 2022</p> <p>Ongoing</p>	<p>All relevant staff trained.</p> <p>Needs of any such pupils met.</p> <p>As above</p> <p>As above</p> <p>All First Aid Training up to date.</p> <p>All relevant staff trained with regard to medical needs.</p> <p>Needs of children with EHWB needs are met.</p>

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<p><b>2. Improve and maintain access to the physical environment</b></p>	<p>School is accessible for those with physical impairments/ wheelchair users. This includes ramps to exterior areas and the field (and includes suitable access from the rear to the front of the school building).</p> <p>Clear Signage is used directing visitors/staff to the office.</p> <p>All doors and corridors are wide enough to accommodate wheelchair users.</p> <p>Corridors are kept free of clutter/ any items are kept to one side to allow free access.</p> <p>Disabled Toilet facilities available. All facilities are easily accessible.</p> <p>Resources are stored at accessible height.</p> <p>Majority of teaching areas of the school are on ground floor level.</p> <p>Personal Emergency Evacuation Plans in place for all relevant children. Regular Fire Drills prove effectiveness of systems.</p>	<p>Entrance gates are sufficiently light weight to allow them to be pushed open when released by the school office.</p> <p>Entrance, and playground, to be slip resistant for wheelchair users (or those using sticks/walkers) Main entrance to school office through manual door. Ramps/steps to field have handrails and signage.</p> <p>All corridors to allow free access.</p> <p>Accessibility to interactive boards by children.</p> <p>Evacuation positions for all classes to be made clearer to improve evacuation system. E.g. Fire Assembly Point Cedars</p>	<p>Intercom and new gate release system to be accessible by wheelchair users.</p> <p>The route across the playground is kept free of snow, ice and fallen leaves.</p> <p>Any wheelchair users who need access would need to be supported physically to open the door.</p> <p>Replacement of handrails, and provision of signage to indicate safe access to field</p> <p>Ensure all corridors are free of clutter to give free access around the school.</p> <p>Accessibility of whiteboards by children in Redwoods and Maples to be improved.</p> <p>Signage to be placed in the front playground to aid swift lining up/position of the classes and BrightSparks during evacuation of the building.</p>	<p>Headteacher</p> <p>Caretaker/ Assist Caretaker</p> <p>Office Staff</p> <p>Caretaker/Assist Caretaker</p> <p>All staff</p> <p>Headteacher</p> <p>Headteacher/ Caretaker</p>	<p>Jan 2022</p> <p>As required</p> <p>As required</p> <p>Spring Term 2022</p> <p>Regular/daily checks</p> <p>Summer Term 2022</p> <p>Spring Term 2022</p>	<p>School gate accessible by Wheelchair users.</p> <p>Entrance areas to school are slip resistant.</p> <p>Wheelchair users can access school building.</p> <p>Safe and clear access to the school field.</p> <p>Corridors allow free access for all users.</p> <p>Children are able to access boards and use the interactive facilities.</p> <p>All classes and BrightSparks are quickly able to line up in their correct positions.</p>

Aim	Current Good Practice	Objective	Actions to be taken	Responsibility	Date to complete actions by	Success Criteria
<p><b>3. Improve the delivery of information to pupils with a disability</b></p>	<p>Worksheets prepared in a format of a size required to meet needs of any relevant pupil. Large print exercise books purchased as required.</p> <p>Consideration given to offering alternative background colours as appropriate for relevant children.</p> <p>Assessment of needs through overlay testing.</p> <p>ICT used as alternative for delivery and production of worksheets.</p> <p>Clicker available.</p> <p>Consideration given as required to signage, use of clear contrast colours in displays, and font and size of font used.</p> <p>Staff trained as appropriate for children with hearing/visual needs.</p> <p>Staff seek advice and support from relevant agencies to support those with physical needs, e.g. St. Francis School Outreach, Physiotherapy and Occupational Therapists.</p> <p>Google Classrooms used for delivery of information for children not able to attend school.</p>	<p>All information provided to pupils and parents of children with any form of disability or difference is clear. This includes the provision of IEPs/SEN Support review information/ Profiles/ Health Care Plans and related documents.</p> <p>Implementation of new VSEND tool for assessing children, and identifying areas of need.</p>	<p>Any necessary adjustments required to relevant forms are made to improve the clarity of information.</p> <p>Increasing number of children with needs are assessed using the VSEND tool.</p>	<p>Headteacher/ Assist SENCO</p> <p>Headteacher/ Assist SENCO</p>	<p>Summer 2022</p> <p>Rolling Plan to Summer Term 2023</p>	<p>Improvement in quality of information available.</p> <p>VSEND Tool used for appropriate children to better assess relevant needs.</p>



