

# Sandbrook Primary Accessibility Plan 2022-25

## Aims of the Accessibility Plan

This plan outlines how Sandbrook Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

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 plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan will also be reviewed when the school has undergone a refurbishment or an individual's access needs change.

## The Accessibility Audit

1.1. The governing board will undertake a regular Accessibility Audit.

1.2. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities  
Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

## Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Teachers adapt their provision to support pupils' access needs	SENCO	Ad hoc	Adaptations support all pupils to access the curriculum. For example, classroom layout, teaching materials adapted for visual impairment, ear defenders provided, voice dictation equipment.	In line with current pupils' needs
Annual training for support staff in addition to training to meet individual pupil needs	SENCO	Ad hoc Annually	Support staff able to work with increased knowledge and provide appropriate access support for pupils.	In line with current needs
Termly learning support meetings take place to assess and address pupil needs	SENCO	Termly	Pupil needs are reviewed and being addressed.	In line with pupils' personal plans
Training for teachers on differentiating the curriculum for disabled children as required.	Headteacher	Ad hoc	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	In line with current pupils' needs
Staff trained to meet individual medical needs of pupils where applicable.	Headteacher	Ad hoc	Staff are confident and skilled in meeting individual medical needs	Training for relevant staff in line with pupil needs

## Access to the physical environment - Action Plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Supply necessary teaching aids and suitable apparatus to meet the needs of pupils with physical disabilities	SENCO	Ad hoc	Posture support seating Writing slopes and writing aids	In line with current needs
Ensure each area of the school has wheelchair access and egress.	Headteacher		Ramps are in good condition Fire doors are equipped with doorguards and remain open on main corridors Disabled access toilets are provided	Yes
The inner quad garden is adapted to facilitate easy access by pupils with mobility issues	Headteacher	By 2025	Access to the inner courtyard is easily accessible via a ramp rather than a small step down.	

## Access to information - Action Plan

Target	Who	Timescale	Outcomes / Success Criteria	Complete
Ensure that information is available in relevant formats to support stakeholders' access to information	Headteacher SENCO	Ad Hoc	School font size for newsletters is 14 School purchases SLA with LA MEAS service to provide translation support	In line with current needs