



## Sledmere Primary School Accessibility Plan 2020

<b>Statement:</b>	Accessibility Plan
<b>This statement was approved:</b>	September 2020
<b>This statement will be reviewed:</b>	September 2023
<b>Leader committee responsibility:</b>	Finance and Premises

At Sledmere Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust; where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Leaders are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### Objectives

Sledmere Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Sledmere Primary School Accessibility Plan 2020 shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.



## Sledmere Primary School Accessibility Plan 2020

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Sledmere Primary School Accessibility Plan 2020 relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and leaders on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Information Report
- Teaching and Learning Policy

The Accessibility Plan 2020 for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all leaders' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.



## Sledmere Primary School Accessibility Plan 2020

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the School Leadership Team Meetings.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **Learning Link Multi-Academy Trust**
- **Executive Head Teacher Head Teacher**
- **Head of School**
- **SENDCo**
- **School Business Manager**
- **Site Manager**



**Schedule 21: Action Plan A – Improving Physical Access**

Ref	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	<b>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school’s physical environment for all.</b>	Audit of accessibility of school buildings and grounds by SLT and Site Manager.  Suggest actions and implement as budget allows.	Autumn 2020	Medium	None	Autumn 2020	<ul style="list-style-type: none"> <li>• Head of School</li> <li>• Site Manager</li> </ul>
2	<b>Ensure that restrictions are not limited within the classroom and outdoor environments</b>	Staff who support/teach children with a medical need/care plan/personal evacuation plan/risk assessment in place will be trained and will be aware of procedures in place in case of an emergency, such as a fire.	Immediate	Medium	None	Ongoing	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• All staff</li> <li>• Inclusion Manager</li> </ul>
3	<b>Disabled Toilet</b>	In place in school and is easily accessible to KS1 as it is on the same floor.  Review access for classrooms located on other floors.	Ongoing	Low			<ul style="list-style-type: none"> <li>• Site Manager</li> </ul>
4	<b>Changing and Shower facilities</b>	Consider building shower facilities as part of future renovations	Ongoing	Low		There is now a changing bed in the disabled toilet.	<ul style="list-style-type: none"> <li>• SLT</li> <li>• LLMAT</li> </ul>
5	<b>Ensure children and staff follow Covid 19 Guidance and the risk of infection is reduced through careful and planned movement around school.</b>	Children to remain in Class ‘Bubbles’  Children and staff follow risk assessment guidance (washing hands, tables in rows, one way system and zoned areas in the playground)	Ongoing	High	Cost of extra cleaning during the day.  Cost of PPE		<ul style="list-style-type: none"> <li>• All staff</li> </ul>



**Schedule 22: Action Plan B – Improving Curriculum Access**

Ref	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	<b>Ensure children can access home learning during any periods of isolation.</b>	Welfare calls made by staff to check childrens' wellbeing.  Use of ICT to ensure children are accessing learning.  Effective feedback provided for pupils whilst they are accessing home learning.	2020-2021	High	SLT Time and release costs	On going	<ul style="list-style-type: none"> <li>• SLT</li> </ul>
2	<b>To train staff to manage the needs of children with complex medical conditions.</b>	SENDCo and Inclusion Manager to change review and update Sledmere Primary School Medicines Policy and Procedures.  Ensure staff receive relevant training for the medical conditions of children that they work with.	Autumn Term 2020	High	Teaching Assistant Release time	September 2020	<ul style="list-style-type: none"> <li>• Inclusion Manager</li> <li>• SENDCo</li> </ul>
3	<b>Ensure gaps in learning are identified and learning needs are met through relevant, reliable and robust 'Catch Up' Programs.</b>	Assessment baselines of Children's learning in Reading, Writing and Maths  Termly Assessment Data monitoring.  Groups of children causing concern identified and intervention planned and provided in a timely manner.	2020 - 2021	High	SLT Teachers	Termly	<ul style="list-style-type: none"> <li>• SLT</li> </ul>
4	<b>The curriculum is accessible for all and the needs of children with SEND are tailored for.</b>	SEND My Plans are reviewed and updated termly and copies of these are provided to parents.  Learning walks to be conducted to ensure the provision detailed in the support plans are in place and are effectively meeting the needs of the child and pupil voice to be obtained at this time.  Outside agencies to be involved where necessary to provide further advice and guidance and support with evaluating provision  STEPS to be implemented and used to support children who are working 2 or more years below age related expectations  Ensure that all out of school activities, after school	Termly	High	Cost of release time for SENDCo	Termly	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• Inclusion Manager</li> <li>• Teachers</li> <li>• Teaching Assistants</li> </ul>



## Schedule 23: Action Plan C – Improving the Delivery of Written Information

Ref	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	<b>Ensure all parents, carers, pupils, staff and visitors access all communication received from the school.</b>	School to obtain up to date contact information for all pupils. Email addresses added to Cloud School in order to email parents. Follow up phone calls made to ensure materials have been received. Website regularly updated to keep parents informed. Where required bilingual staff to contact parents.	Ongoing	High	Time - making phone calls	Ongoing	<ul style="list-style-type: none"><li>• Executive Headteacher</li><li>• Head of School</li><li>• Teachers</li></ul>