ACCESSIBILITY PLAN
SLEDMERE PRIMARY SCHOOL

Document Control Table

Title	Sledmere Primary Accessibility Plan
Author	Faye Dudley
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Document History

Date	Author	Note of Revisions
5/9/2023	Esther Cooper Sarah Land	Updated Plan P1. Logo updated. P3. 'School' added to Sledmere Primary P4. 'School' added to Sledmere Primary P5. 'Reasonable adjustments' added P6. 'Pupils, staff and visitors' added P6. Physical amended P7. 'To' added P8. Differentiation changed to 'adaptive learning strategies'.
11/09/2024	Esther Cooper	Updated Plan Author Emily Pritchett' changed to Redding P4. Aspergers removed. P4. ODD and Anxiety added. P8. Visual symbols to be added around school so children with ASD/ Visual impairment can access all areas. (widget toilet signs etc.) added. P9. The word differentiation changed to adaption 'added P9. Adaptive teaching training' added. P9. Monitoring to be completed on being an Inclusive Classroom 'added P10. Monitoring to be completed of Adaptive teaching' added P10. Children who require a curriculum that is

		different and bespoke to their needs have targets to work towards that are in line with their ability' added
September 2025	FD	Updated the Chair of Governors.
September 2026	NW	P7. Who is responsible for actioning improved access for those with a physical disability change to 'SENCO, SLT and External agencies' P8. Class teacher added to ensuring visual timetables are in class Wording changed relating to visuals. The word 'endeavor' is added. Autumn changed to ongoing. The facilities manager added. Information added to strategies regarding risk assessments and care plans.

ACCESSIBILITY PLAN & POLICY – SLEDMERE PRIMARY SCHOOL

The Perry Hall Multi-Academy Trust Schools should be an environment where all are included and feel valued and respected. Standards of academic achievement are high and behaviour excellent. Children, staff and parents alike are happy, engaged and enthusiastic about learning. A partnership where everyone is working to achieve and fulfill their potential.

The Perry Hall Multi-Academy Trust Schools will nurture its pupils to ensure that the children in our care leave our academy with strong self-esteem, high personal expectation and a complement of basic skills that promote an enquiring mind and a desire for knowledge.

The Perry Hall Multi-Academy Trust Schools will give everyone the opportunity to develop their spiritual, moral, social and cultural understanding and awareness.

The Perry Hall Multi-Academy Trust Schools will strive to be a central hub for the local learning community – a place where children, parents and the community can experience seven years of continuity, development and growth.

ACCESSIBILITY PLAN – Sledmere Primary School

1. This Accessibility Plan has been drawn up in consultation with all stakeholders and covers the period from September 2025 – September 2026. (Reviewed annually)

2. The Special Educational Needs and Disability Code of Practice (January 2015) states "many children and young people who have SEN may have a disability under the Equality Act 2010 ." The Equality Act 2010 sets out the legal obligations that schools, local authorities and others have towards disabled children and young people
    - They must not directly or indirectly discriminate against, harass or victimise disabled children and young people.
    - They must not discriminate for a reason arising in consequence of a child or young

person's disability.
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people

3. This plan sets out the proposals of Sledmere Primary School to increase and sustain access to education for disabled pupils.
4. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, acceptance and inclusion.
5. PHMAT & Sledmere Primary School plans, over time, to improve the accessibility of provision for all students, staff and visitors who may have the following disabilities

ASD/ Asperger's	Hearing
Social, Emotional and Mental Health Needs	Incontinence
Communication and Interaction Needs	Specific or Moderate Learning difficulties
Palliative care	Medical
Dietary Problems	Mobility
Motor Skill & Development	Cognitive Difficulties
Visual impairment	Personal Care
Other disability / health problem	ADHD
ODD	Anxiety

Individual Accessibility Plans are produced for each school and contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment and physical aids to access

education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the Academy such as participation in after school clubs, leisure and cultural activities, off site visits etc. It also includes the provision of specialist aids and equipment, which may assist disabled students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. This will include handouts, timetables, textbooks and information about the Academy and its events.

The following action plans relate to these key aspects of accessibility at Sledmere Primary School. The plans will be reviewed and adjusted on an annual basis. New action plans will be produced every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the relevant sections of following documents:

- Academy Improvement Plans
- Asset Management Plan
- Admissions Policy
- Anti-Bullying Policy
- Equality for Pupils Policy
- Health and Safety Policy
- Health & Safety of Pupils on Educational Visits
- Medical Treatment of Pupils Procedure
- Exclusions Policy
- SEN and Disability Policy
- Sex and Relationship Education Policy
- Safeguarding Policies and Practices
- Behaviour Policy
- Child protection policy
- Overarching Curriculum Policy
- PSHE Policy
- Teaching & Learning Policy

The action plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Governors Risk and Health & Safety. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will be reviewed prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.

Curriculum policies and delivery reflect our commitment to Equality and Diversity.

The School’s complaints procedure covers the Accessibility Plan.

Our School's interpretation of inclusion means that what we offer is an appropriate curriculum for the children's needs. The school may make a special effort, reasonable adjustments or adapted provision so that particular activities are available to pupils with additional needs.

The School will work in partnership with all stakeholders in developing, implementing and reviewing this plan. The Plan will be monitored by the local governing body as part of their monitoring cycle.

1. Improving the Physical Access

Target	Strategies	Time scale	Responsibility	Success Criteria
Improve access for individuals with a visual impairment.	Liaise with outside agencies to support individual needs. SLT to survey all areas of the school requiring access to identify access issues. List of work to be drawn up and prioritised to improve access for pupils, staff and visitors with a visual impairment.	Ongoing Autumn Term Autumn Term	SEN coordinator SLT SEN coordinator	Individuals with a Visual impairment feel safe within the school environment. The site is accessible for all.
Improve access for individuals with a physical disability.	Liaise with outside agencies to support individual needs. SLT to survey all areas of the school requiring access to identify access issues. Actions identified and prioritised to improve access for individuals with a physical disability.	On going Autumn Term Autumn Term	SEN coordinator SLT SENCO, SLT and External agencies	Individuals with a physical disability feel safe within the school environment. The site is accessible for all.
Ensure all fire escape routes are suitable for all and that all pupils with a disability can be safely evacuated.	Ensure fire risks assessments for the site are up to date. Put in place Personal Emergency Evacuation Plans for all children with a disability - read and signed by all relevant staff. Use the Academy Trust Policy.	Autumn Term On going	Facilities and Estate Manager SENCO	All children with a disability and staff working with them are safe and confident in event of fire.

	Develop and improve the system to ensure all staff are aware of their responsibilities.	On going	SENCO	
Adapt the physical environment to meet the needs of children with disabilities.	Where needed … Workstations for children with ASD. Amplification systems for Hearing Impaired. Taking advice from external agencies about modifications or adaptations that need to be made. Every attempt will be made to provide specialist equipment and learning aids will be provided where appropriate. Ensure visual timetables are in place in all classrooms and workstations and are adapted to meet the individual needs of identified pupils where required. This is a minimum, non-negotiable expectation across the school. Visual symbols to be added around school so children with ASD/ Visual impairment can access all areas. (widget toilet signs etc)	Autumn Term On going On going On going On going On going	SENCO and Class Teacher SENCO SENCO SENCO & Class Teacher SENCO	The physical environment is accessible to all.
Endeavour to ensure that all outdoor and play areas are accessible and inclusive for all pupils, including those with disabilities.	Audit outdoor and play areas, including equipment, in consultation with children and their parents/carers, to identify and address any accessibility barriers. Ensure individual risk assessments and care plans are in place and regularly reviewed for pupils who require additional support to safely access and participate in outdoor and play activities.	On going	SLT & Facilities Manager	All individuals with disabilities to be able to access the outdoor environment independently. All to have an understanding of each other's needs

2. Improving Curriculum Access

All Perry Hall Multi-Academy Trust Schools have in place a variety of access arrangements

Equal Opportunities practices should be evident;

- across the curriculum including extra-curricular activities;
- within the ethos of the school, SMSC, the quality of personal relationships etc.

Increase skills and confidence of teaching staff in adapting the curriculum. Develop a consistent approach to adaptive teaching strategies.	Undertake audit of staff training needs on curriculum access and develop relevant training. Adaptive teaching training Assign professional development sessions to target training needs identified (e.g.) dyslexia, adaptive teaching strategies, alternative recording. Refer/seek advice from outreach services to support staff with teaching strategies Collate ideas about different methods of recording from Teachers and external agencies, such as Specialist Teaching Service. Monitoring to be completed on being an Inclusive Classroom Monitoring to be completed of Adaptive teaching.	Autumn Term Completed Spring term 2024 On going On going Autumn term Spring term	SENCO SENCO SENCO & External agencies SENCO SENCO SENCO	Increased skills and confidence of staff in implementing strategies and adaptive teaching strategies for Pupils A consistent approach to adaption across the school.
Ensure the curriculum is	Set up a system of individual Education Plan for children	Autumn Term and review	SENCO	All staff aware of pupil's individual

accessible to all.	with disabilities. Set up system for information to be shared with appropriate staff. Staff evaluate and review curriculum lessons throughout the year, adapting when necessary to ensure access for all. Children who require a differentiated and bespoke curriculum have individualised targets that are appropriate to their needs and abilities. These targets are informed by and linked to Stepping on Pathways (SOP) assessments, ensuring progress is appropriately identified, monitored and reviewed.	termly Autumn Term Ongoing Ongoing	SENCO Teaching Staff Curriculum leaders. SLT, Teaching and Learning Team, Teaching staff and curriculum needs.	needs. Curriculum is accessible to all.
Ensure staff are aware of, and able to use SEN resources.	Audit all SEN ICT and other resources and make list available to all staff. Run individual training sessions on use of resources.	Autumn Term On going	SENCO SENCO Curriculum Lead	Consistent use of SEN resources in mainstream classes.