

Summerfields

PRIMARY SCHOOL



Accessibility Plan

Reviewed: April 2021

Next Review: April 2024

Signed:

A handwritten signature in black ink that reads 'T.J. Murphy'.

SUMMERFIELDS PRIMARY SCHOOL ACCESSIBILITY PLAN

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school promotes diversity and provides a safe place where everyone is welcome and all difference is celebrated.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 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.

Action plan - This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

IMPROVING THE PHYSICAL ENVIRONMENT OF THE SCHOOL					
Target	Tasks	Date to complete tasks by	Resources	Responsibility	Success Criteria
Renovate toilet facilities	<ul style="list-style-type: none"> • Ensure accessible toilet facilities accommodate provision for those not yet toilet trained. • Explore opportunities for facility decoration to promote positive self-image and positive mental health message. • Create access to general neutral facility. 	July 2022	Financial support to provide changing facilities and associated resources	SENCo Senior Leaders	All pupils have access to appropriate toilet facilities that promote independent health and self-care.
		July 2022	Materials and time for volunteers to design and decorate facilities	SENCo Senior Leaders	
		December 2021	Material and time for decoration to ensure facilities are appealing.	Site Manager Senior Leaders	

INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE CURRICULUM					
Target	Tasks	Date to complete tasks by	Resources	Responsibility	Success Criteria
Ensure ICT appropriate for pupils with disabilities	<ul style="list-style-type: none"> • Further develop staff confidence with use of technology eg Dragon Speak, Communication device, adapted keyboards etc to facilitate independent study. 	July 2022	Time to facilitate training. Purchase of additional hardware as required.	SENCo	Evidence will demonstrate the positive impact that access to assisted technology has had on progress towards individual targets for identified pupils.
Devise programme of alternative education to promote core skills in a highly engaging context.	<ul style="list-style-type: none"> • Further develop commissioned support of outside providers to ensure access by children • Investigate opportunities for learning outside the classroom for children supported by EHCP. • Facilitate opportunities for celebration of curriculum access - positive impact on self-esteem, shared working etc. 	July 2022	Cost of external provision	SENCo	Evidence will demonstrate the positive impact that access to alternative education has had on progress towards individual targets for identified pupils.

<p>Provide updated Speech & Language support for all staff</p>	<ul style="list-style-type: none"> • Commission support from the School Speech and Language Service to provide bespoke input to further develop skill set of staff. • Ensure all phases have access to an appropriately trained ELKLAN member of staff to support speech and language needs. 	<p>July 2021</p>	<p>Free training. Staff meeting time allocation</p>	<p>SENCo All staff</p>	<p>Staff will report increased confidence, knowledge and understanding of Speech & Language difficulties and how to support pupils.</p> <p>Individualised programmes of Speech & Language support for identified children.</p>
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IMPROVING THE DELIVERY OF INFORMATION TO PUPILS WITH DISABILITIES					
Target	Tasks	Date to complete tasks by	Resources	Responsibility	Success Criteria
Ensure Home Learning tasks are accessible for those with identified need	<ul style="list-style-type: none"> Devise alternative access to Home Learning for children identified as SEND 	Feb 2021	Staff time Resources	All staff Senior Leaders SENCo	All children will be able to access the requirements of Home Learning demonstrate pride in their outcomes.
Improve access to workshop presentations for parents including those with SEND	<ul style="list-style-type: none"> Provide 1:1 support for parents who experience literacy difficulties. Ensure as many parents' workshops have supporting materials posted online (school website) with audio commentary for parents who struggle to attend/ access the presentations. 	Ongoing Ongoing Material posted following school delivery	Staff time Staff time Resources	All staff All staff	Parents will report in the annual parent survey that they have either attended or accessed workshop materials designed to support their child's learning in school.
Celebrate and communicate success of SEND children more effectively	<ul style="list-style-type: none"> Explore the possibility of using FaceBook to provide instant communication to parents Engaging the children with writing the blog/posts/newsletter items. 	Dec 2021	Staff time WiFi Access	SENCo	Parents will have great awareness of learning activities, purpose and success of alternative provision.

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body.

Links with other Policies

This Accessibility Plan is linked to the following policies and documents:

- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs Policy (SEND Policy)
- Support Pupils with Medical Needs Policy