



Summerfields Primary School

Accessibility Plan

Next Review Date: June 2026

Signed by:

<u>M. Garton</u>	Headteacher	Date: <u>01.06.2024</u>
<u>TJ Murphy</u>	Chair of governors	Date: <u>01.06.2024</u>

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Statement of intent

This plan outlines how Summerfields Primary aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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 will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an biannual Accessibility Audit. 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.

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

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

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Summer 2024	Management and teaching staff are aware of the accessibility gaps in the curriculum	Winter 25
Medium term	School trips do not always take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO, EV Co ordinator	Spring 2024	Planning of school trips takes into account pupils with SEND	Summer 2024
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Autumn 2024	Pupils with SEND can access lessons	Spring 2025

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment as part of Health and Safety Audit	Building surveyors	Summer 2024	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2024
Medium term	Renovate toilet facilities	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.	Site Manager Senior Leaders School Business Manager	Autumn 2024	All pupils have access to appropriate toilet facilities that promote independent health and self-care.	Summer 2025
Long term	Continue to upgrade and renovate toilet facilities		Senco	Summer 2025		Spring 2026

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	School Business Manager, ICT manager	Autumn 2024	School is aware of accessibility gaps to its information delivery procedures	Summer 2025

Increase the extent to which disabled pupils can participate in the curriculum

	Issue	What	Who	When	Outcome	Review
	Ensure ICT appropriate for pupils with disabilities	Continue to keep abreast of technology to support with ASD and other needs	Senco, Computer Leader	Spring 2025	Evidence will demonstrate the positive impact that access to assisted technology has had on progress towards individual targets for identified pupils.	Autumn 2025
	Devise programme of alternative education to promote core skills in a highly engaging context.	Further develop commissioned support of outside providers to ensure access by children. Investigate opportunities for learning outside the classroom	Senco	Spring 2025	Evidence will demonstrate the positive impact that access to alternative education has had on progress towards	Autumn 2025

		for children supported by EHCP. Facilitate opportunities for celebration of curriculum access – positive impact on self- esteem, shared working etc.			individual targets for identified pupils.	
	Provide updated Speech & Language support for all staff	Commission support from the School Speech and Language Service to provide bespoke input to further develop skill set of staff.	Senco	Summer 2024	Staff will report increased confidence, knowledge and understanding of Speech & Language difficulties and how to support pupils. Individualised programmes of Speech & Language support for identified children.	Autumn 2024

Monitoring and review

This plan will be reviewed on a biannual basis by the governing board and headteacher. The next scheduled review date for this plan is June 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.