



# Accessibility Plan

Embrace Multi Academy Trust strives to maintain and improve good provision and outcomes at each of its member schools. Based upon our shared ethos and our values of wisdom, collaboration, respect, integrity, inclusivity, and compassion, we aim to support the learning and development of every person within the trust and our policies are written from this perspective.

Version	Approval Level	Document History	Date	Review Period
3	Governing Body	Updated from 2022	March 2026	3 Years

## **Introduction**

*The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. The Act includes the requirement for schools and Local Authorities to carry out accessibility planning for disabled pupils and we believe that this accessibility policy is compliant with current legislation.*

*Sherrier C E Primary School is committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.*

*The plan over time will ensure accessibility provision for all pupils, staff and visitors to the school. The plan will be drawn up to cover a three-year period and will be reviewed annually through the Local Governing Committee.*

*Sherrier's Accessibility Policy and Plans are aimed at:*

- ***Increase access to the curriculum for pupils with a disability***
- ***Improve and maintain access to the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided.***
- ***Improve the availability of accessible information for disabled pupils.***

***Concept behind the Accessibility Plan:***

*Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.*

*We recognise that this accessibility plan must be adequately resourced, implemented and reviewed every three years. Our action plan shows how the school will address the priorities is attached. This Accessibility Plan has been developed in consultation, staff and Governors of the school and covers the period from February 2022 – February 2025.*

***Current Accessibility Arrangements:***

***Admissions:***

*The Governors of Sherrier C E Primary School support Equality Act 2010. The Governors are, therefore, committed to the principle of all children having equal rights of access, if this can reasonably be provided.*

*The admission of a child with Special Educational Needs and Disability (SEND) to the School will be with the understanding that:*

- (a) Parents'/guardians' inform the School of the child's needs prior to starting.*
- (b) Appropriate planning by the School, including requests for additional funding, are dependent upon the School having access to all the relevant information.*
- (c) The procedures which are set out in any school policies relating to Special Educational Needs and Disability (SEND) are followed.*
- (d) The appropriate facilities are available within the school. These include both physical facilities and reasonable curricular provision.*
- (e) Parents/guardians accept that some educational opportunities, which take place off-site may need additional support from parents.*

***Increase the extent to which pupils with disabilities can participate in the curriculum***

*Our aim is that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers.*

*At Sherrier we have successfully supported pupils with a range of disabilities, commissioning support from professional traded services for pupils with hearing and/or visual impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEND Policy and Special Educational Needs and Disability (SEND) guidelines.'*

*Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. An individual plan for the pupil will address any issues and will be kept under constant review.*

***Audit of Existing Achievements and Provision - Curriculum:***

- *Information obtained on future pupils to facilitate advanced planning – includes pupils entering Foundation Stage.*
- *Established procedures for the identification and support of pupils with Special Educational Needs.*
- *Detailed pupil information on SEND pupils given to relevant staff.*
- *Pupils and parents involved in reviews of care plans.*
- *Liaison with and support for staff and parents from external agencies, (Educational Psychologist, CAMHS, Speech and Language Therapist, Counsellor, Family Support & Learning Mentor, Physiotherapist, Occupational Therapist, Hearing Impaired Service and Visually Impaired Service.*
- *Individual timetables for children with severe learning needs.*
- *Specialist resources to support specific needs e.g adapted tables, pencil grips, writing slopes, Epipen training • Diabetes Pump training*
- *Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, early opening, use of amanuensis, large print papers).*
- *Differentiated curriculum to enable all pupils to feel secure and make progress TA's deployed to implement specific literacy (Read Write Inc) lessons.*
- *Risk assessments are carried out for all school trips*
- *Individual risk assessments are put in place for pupils with a high level of need*
- *Toilet training as and when necessary*
- *Class Dojo for regular and prompt communication between parents and school*
- *Key Staff trained in Positive Handling*
- *Health Care Plans where relevant*
- *Lunchtime Clubs*

*The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments to the site.*

*Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats.*

- *Input from specialist (external) teachers*
- *Technological enhancements - induction loops, ICT*
- *Adaptation of teaching materials*

*The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.*

*In constructing the school timetable the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. However, the location of specialist equipment may preclude some possibilities.*

*In conjunction with the School's SENCO, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.*

The school has an on-going programme of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment, physical disabilities and those with specific learning difficulties is carried out as required.

### **Informal Curriculum**

Pupils at Sherrier C E Primary School are also able to participate in a wide range of activities offered beyond the classroom. These include:

- Outdoor Education
- Sports
- Music
- Clubs and activities
- Excursions and residential trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's individual plan. The suitability of any event and the need for additional support is discussed fully with parents in advance.

### **Physical Environment -Access to Buildings and Classrooms**

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below.

<b>Building</b>	<b>Features</b>
<i>Main building</i>	<p>All entrances and classrooms have access wide enough and low level to enable wheelchair access.</p> <p>Corridors are wide enough for wheelchairs to be used.</p> <p>Doors have low fitted handles.</p> <p>Shower room with wheelchair access</p> <p>Accessible toilet with provision for nappy changing.</p>
	<ul style="list-style-type: none"> <li>• Classroom entrances have flat floor entrances and wide doors with low handles.</li> </ul>
<i>The Mobile</i>	<ul style="list-style-type: none"> <li>• Entrance to The Mobile is flat to enable wheelchair access.</li> <li>• There is a disabled toilet.</li> </ul>
<i>Hall</i>	<p>Main entrances are flat allowing for easy wheelchair access.</p> <ul style="list-style-type: none"> <li>• Access to Kitchen Servery is clear and suitable for</li> <li>• wheelchair bound pupils.</li> </ul>
<i>Playground</i>	<ul style="list-style-type: none"> <li>• Low level door thresholds allow access onto all playgrounds</li> </ul>

<i>Field Area</i>	<ul style="list-style-type: none"> <li>• Available for all pupils.</li> </ul>
<i>Mobile</i>	<ul style="list-style-type: none"> <li>• Ramp installed to ensure access for all pupils and visitors</li> </ul>
<i>Forest School Area</i>	<ul style="list-style-type: none"> <li>• Gardens can be accessed without using steps.</li> </ul>
<i>Entrance Paths Car Park</i>	<ul style="list-style-type: none"> <li>• All clear of steps allowing easy access for all pupils and parents.</li> <li>• The car park has a designated disabled parking place.</li> <li>• Each playground is accessible for wheelchairs</li> <li>• Ramps allow wheelchair access from all areas into all school buildings.</li> </ul> <p>All steps are clearly marked in YELLOW.</p>

*The Main Building and The Mobile are approximately 3 meters apart. Children in Year 5 between the two buildings.*

### **Evacuation Procedures**

*The school's Fire & Emergency Plan lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in an individual plan for the pupil (PEEP)*

### **Improve the availability of accessible information for disabled pupils**

*The provision of information to pupils with a disability is currently provided by review meetings, parent's evenings and meetings with external agencies as required. Information from external agencies will be discussed and they are encouraged to attend with parents. The school has an open door policy and parents may contact the school at any time, if they feel they need advice or additional information.*

*Prospective parents of statemented pupils with EHCPs and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting school. These pupils may be visited in the pre-school setting and/or home by school staff.*

*It is our aim to ensure that the transition of pupils with a disability to different schools, including secondary school is respected and planned for.*

*Large print format materials are available when required.*

*If either pupils or parents have difficulty accessing information normally provided in email or writing by the school such as letters, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the Local Authority.*

### **Action Plans**

*It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually and an action plan is put into place to address any issues.*

<b>TARGET</b>	<b>STRATEGIES</b>	<b>OUTCOME</b>
<p><b>Curriculum</b> Specialist resources for Visually Impaired children, large print reading books</p>	<p>Undertake an audit of resources required to ensure we have the correct size of text for these pupils to learn.</p>	<p>Improved resources for pupils.</p>
<p>All extra-curricular activities are planned to ensure they are accessible to all children.</p>	<p>Review all out of school provision to ensure compliance with legislation.</p>	<p>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p>
<p>Review TA deployment as needed to enable pupils to be appropriately supported.</p>	<p>SLT to discuss termly</p>	<p>Adult support is available during times and individual children may need support.</p>
<p><b>Physical Environment</b> To support visual impairment, the skirting boards to be painted a different colour to the walls.</p>	<p>Ensure included in Strategic Premises Plan for action.</p>	<p>Clear differentiation for pupils and staff with visual impairment.</p>
<p>Additional events To support pupils with physical disabilities e.g Sports Morning or Sports Day</p>	<p>To ensure all pupils in our school are able to participate events. This may mean changing the location of events for particular year groups to accommodate this.</p>	<p>Inclusion</p>

<p><i>To ensure that all steps and changes of surface are clearly marked.</i></p>	<p><i>Regularly at least annually paint lines on edges to steps and in areas where there is a change of surface with a yellow painted line. Keep lines in good condition.</i></p>	<p><i>School environment is accessible and safe for VI pupils and adults.</i></p>
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**Management of the Plan**

- *The Head teacher and the Special Needs Co-ordinator will be responsible for the plans day to day implementation.*
- *Progress of the Plan's Priorities will be reported to the Governing Body at least once per year and updated on the school website.*