THE DIOCESE OF SHEFFIELD ACADEMIES TRUST



**SWALLOWNEST PRIMARY SCHOOL**



**ACCESSIBILITY POLICY AND PLAN 23 - 27**

|  |  |  |
| --- | --- | --- |
| **Executive Head**  **Head of School**  **SENDCo** | Mr L Mchale  Mrs E Peake  Mrs S Leivers |  |
| **Last reviewed on:** | September 2023 |  |
| **Next review due by:** | September 2027 |  |

# Introduction

This Accessibility Policy and Plan is following current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

According to the Act, a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to- day activities.”

We are committed to providing accessible environments 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.

# Aims

We aim to:

* Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of each school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
* Improve access to the **physical environment** of each school, adding specialist facilities where necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to enable pupils with disabilities to take advantage of education, benefits, facilities and services provided.
* Improve and make reasonable adjustments to 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 time frame.
* The Trust also recognises its responsibilities towards **employees with disabilities** and will:
* Have recruitment procedures in place to ensure that individuals with disabilities are provided with equal opportunities and make reasonable adjustment to support disabled candidates.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Make reasonable adjustments to enable staff to access the workplace
* Ensure that employees have access to clear communication, structure and an enhanced working environment in which people can work in ways that suit them.

# Accessibility Audits and Action Plans

Accessibility Audits in the new format will be carried out at each school by the end of the 2023 Spring term.

## The accessibility audit will cover the following areas:

* + **Access to the curriculum** – by assessing the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
  + **Access to the physical environment** – by assessing the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
  + **Access to information** – by assessing the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, consideration will be given to 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.
  + **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
  + **Comprehension** – this includes neurodiverse individuals such as those with autism and dyslexia (see Appendix A).
  + **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.

## The accessibility Action Plan

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

All actions will be carried out within a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents/guardians.

It may not be feasible to undertake some of the works during the life of this action plan and therefore some items will roll forward into subsequent plans.

This plan will be reviewed every three years to take into account the changing needs of each school and its pupils. The plan will also be reviewed where the school has undergone a refurbishment.

**Current Accessibility Action Plan 2023**

|  |  |  |  |
| --- | --- | --- | --- |
| **Access to the curriculum** | | | |
| **Current good practice**  The curriculum is implemented to meet the specific needs of individuals and groups of children. When planning work, the staff take into account the abilities and needs of all the children and provide work accordingly which is adapted to need. Learning objectives, teaching styles are modified and reasonable adjustments are deployed.  Suitable learning challenges, including targets through support plans are set. We respond to children’s diverse learning needs, overcoming potential barriers to learning for individuals and groups of pupils. This may be focused on academic need, physical need or by taking into account the individual SEMH needs of a pupil. These barriers will be reduced and removed by accessing adult support, intervention programmes, deploying auxiliary aids effectively to ensure children and young people can be included in the curriculum e.g. visual aids, coloured layovers, pen grips, adapted physical education equipment, adapted keyboards and computer software. We also deliver tailored speech and language therapy programmes through the traded SALT service within school and specific programmes designed and delivered by teachers from the Specialist Inclusion Team, Visual Impairment team and the Hearing Impairment team.  Entitlement and enrichment activities and trips are made as inclusive as possible and available to all children. Risk assessments are carried out prior to a trip and reasonable adjustments will be made where necessary to ensure all children can access the enrichment opportunities fully. Where necessary, individual risk assessments are carried out and procedures put in place to enable all children to participate. This may require 1:1 support from a teacher, teaching assistant or parent/guardian.  Classroom teachers have access to individual student Support Plans and are trained regularly on how to support and include all students. Student Voice is gained through subject leader reviews, School Council and student leader meetings/discussions and through the Plan, Do, Review cycle for pupils with SEND. Students with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons. For children with interaction and communication difficulties, we use visual timetables and resourcing in all subjects. This is particularly well embedded in English lessons. The is a high focus on retrieval and ‘overlearning’ practices across the school, in all subjects,  To support pupils with additional sensory needs, sensory processing training has been delivered to staff and plans are in place to develop a Sensory Space in both the mainstream school and the Foundation Unit setting. | | | |
| **Priorities and action points** | **Person responsible** | **By when?** | **Success Criteria** |
| **Effective communication and engagement with parents**   * Termly meetings with parents/carers * Termly Support Plan review meetings with class teacher and SENDCo * SENDCo ‘drop in’ sessions for parents to discuss issues * Early Help support groups- held throughout the year * Open Evenings- twice a year for all classes * Direct email address to SENDCo given to all parents | SENDCo | In place and ongoing | Parents/carers fully informed about progress & engage with their child’s learning |
| **Training for staff on increasing access to the curriculum for all pupils**   * Epipen training * Intimate care policy and trained staff * Training and guidance from SALT, Specialist Inclusion Team, Aspire Outreach, Educational Psychology Service, Occupational Therapy etc * Access to courses, CPD Outreach support from Aspire Outreach PRU * Online resources for CPD shared with staff * Ongoing guidance from specialists e.g. Hearing Impairment team and Visual Impairment team, physiotherapists, OT, moving and handling advisors, continence nurse etc. | SENDCo  Headteacher  Admin staff | In place and ongoing | Increased access to the curriculum  Needs of all learners met  Maintained records of staff trained |
| **Effective use of resources & specialised equipment to increase access to the curriculum for all pupils**   * Strategic deployment of support staff/intervention teacher * Use of ICT, eg: Clicker & voice activated text * Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys, * Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (e.g. Specialist Inclusion and Hearing Impairment team | SENDCo | In place and ongoing  Regular input from VI Team, EPS, SIT and OT team | Positive impact on pupil progress  Barriers to learning are removed |
| **Improve educational experiences for visually impaired pupils**   * Consult Visual Impairment team * Purchase of portable video magnifier * Purchase of screen magnifier for accessing Computing suite * Purchase of adaptive technology- suitable keyboard, desk lamps, suitable magnifier * Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs | SENDCo  Admin team | Ongoing | Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced. |
| **Access to the physical environment** | | | |
| **Current good practice**  Classes in the Foundation Stage building are accessible at ground level. All KS2 classrooms and the Office area are accessible at ground level.  There are disabled parking bays available on school site. The school is equipped with a disabled toilet for those students, staff or visitors who need this.  There is level or ramped access to the main school building, which is suitable for a wheelchair.  Students are assessed individually and therefore their provision is bespoke to them. Students who face physical challenges are supported through individual care and access plans, including Personal Emergency Evacuation plans.  Site manager to conduct health and safety walks of the school site to identify any potential hazards with headteacher each month, with support from the DSAT Academy Trust. School site environment is regularly reviewed and improved to meet the needs of all students.  Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs and colour schemes are considered and updated as required | | | |
| **Priorities and action points** | **Person responsible** | **By when?** | **Success Criteria** |
| **Improvements to help the visually impaired**   * Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint, or handrails painted dark blue to stand out against the white walls * Contrasting doorframes and yellow/ fluorescent warning strips on vertical posts, steps and handrails * Trip hazards identified and addressed, with support from the Visual Impairment where applicable * Purchase of adaptive technology to support visually impaired pupil/s * Handrails installed at suitable height to support children using the steps to the Hall. * Removal of obstructions (such as shelving) that may impact a child in moving around the school | SENDCo  Headteacher  Site Manager | In place and ongoing, when new needs/  recommendations arise | Hazards highlighted to increase safety for visually impaired people.  All areas monitored and maintained. |
| **To improve and maintain the physical environment for all pupils**   * Staff are continually informed of all students with a disability and the difficulties they may face with access within certain rooms. * Subject Teachers ensure that appropriate seating plans are in place to support students with a disability in their access to each room * Identify adaptations needed, including adaptations for children and young people with sensory needs * When planning work, the staff take into account the abilities and needs of all the children and provide work accordingly which is adapted to physical needs. | SENDCo  Headteacher  Class teachers | In place and ongoing, reviewed regularly | All identified students are seated appropriately in rooms to ensure maximum access within each room.  Students with restricted mobility have lessons adapted to support needs.  Students with sensory needs have lessons adapted to support needs.  Calm low stimulus environments are available for pupils with sensory needs. |
| **Maintain safe access around the interior of the school**   * Awareness of flooring, furniture and layout in planning for disabled pupils * Site Manager to remove obstructions and ensure corridors are clear of any rubbish/furniture that may cause an obstruction * Portable ramps to be purchased for the steps around the Office area, to enable access around school for all | SENDCo  Headteacher  Site Manager | In place and ongoing on a daily basis | People with disabilities can move safely around the school |
| **Access to information** | | | |
| **Current good practice**  Parents of all children are invited to meet with teachers twice a year during Parent Consultation appointments, with additional time throughout the year given to Open Evenings, where parents are invited into their child’s class to see their learning and talk to the class teacher. This is in addition to the Review Meetings held three times a year for the parents of children with SEND. The SENDCo offers termly ‘drop in’ sessions, where parents are encouraged to discuss any concerns and seek support in an informal manner.  Handouts, and information given in class, are available and enlarged if requested to meet the needs of pupils with a visual impairment. Seating plans and positioning are carefully considered to ensure that pupils with identified visual, hearing and physical impairments are able to access learning and staff support as required.  ICT is used to display written information in different formats and with appropriate coloured backgrounds and fonts. Fonts used on the school website and throughout lessons across the school are clear and of an appropriate size with appropriate background colours used. The use of coloured overlays is in place for the children who will benefit from this, after assessment and discussion with the SENDCo and Specialist Inclusion Team.  Access arrangements are in place for pupils for all internal and external exams.  Advice and personalised planning are sought from Hearing Impaired and Visually Impaired team, as well as the Specialist Inclusion Team amongst other professionals with expertise. | | | |
| **Priorities and action points** | **Person responsible** | **By when?** | **Success Criteria** |
| **Effective communication and engagement with parents**   * Termly meetings with parents/carers * Termly Support Plan review meetings with class teacher and SENDCo * SENDCo ‘drop in’ sessions for parents to discuss issues * Early Help support groups- held throughout the year * Open Evenings- twice a year for all classes * Direct email address to SENDCo given to all parents | SENDCo | In place and ongoing | Parents/carers fully informed about progress & engage with their child’s learning |
| **Availability of written material in alternative formats**   * Improve availability of information for parents – display appropriate leaflets for parents to collect * Key content published on school website * Provide translated documents where appropriate | Admin team  Headteacher | In place and ongoing when new needs arise | All parent/carers will be up to date and well informed of school information |
| **Ensure documents are accessible for pupils with visual impairment**   * Seek and act on advice from VI team advisor on individual pupil requirements * Purchase of video magnifier * Use of portable magnifier where appropriate * Ensure large, clear font used in documentation | SENDCo  Class teacher  Admin team | Advice sought from VI Team on a termly basis | Pupils able to access all school documentation |

# Appendix A

**DSAT Neurodiversity Statement**

At our Trust, we embrace and celebrate neurodiversity. We recognise that every pupil has unique strengths, abilities, and needs, and we are committed to creating a learning environment that supports the diverse needs of all our pupils.

We believe that neurodiversity is a natural and valuable part of human diversity, and that individuals with neurological differences such as autism, ADHD, dyslexia, and other conditions have much to contribute to our school community and society as a whole.

We strive to create a culture of acceptance, understanding, and support for all pupils, including those with neurological differences. We prioritise creating a learning environment that is accessible, inclusive, and empowering for every pupil.

We believe that neurodivergent pupils have the right to be treated with respect, dignity, and equity. We work to eliminate stigmatisation and discrimination, and we seek to promote understanding and acceptance of neurodiversity within our school community and beyond.

In all our policies and practices, we aim to promote neurodiversity inclusion and to ensure that every pupil has the opportunity to reach their full potential. We are committed to ongoing education and training for our staff, pupils, and families to foster a greater understanding and appreciation of neurodiversity.