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Accessibility Plan

April 2024

Version 1.1
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1   Introduction

1.1   The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make "reasonable adjustments" to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan. A school's duty to make reasonable adjustments is an anticipatory one and therefore schools need to think in advance about what disabled pupils might require and what adjustments might need to be made for them.

1.2   Sonning Common Primary School is committed to the principle of equal opportunity and access for all. The Equality Act (2010) states that a person has a disability if they have *'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*. The School's Accessibility Plan is there to ensure that there is no discrimination against any sub-group within our community.

1.3   With this in mind the school has put in place policies and procedures so that children and people with disabilities are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's SEN and other policies.

1.4   This document should be read in conjunction with our Accessibility Policy.

2   Objectives

2.1   An Accessibility Plan aims to:

- *Increase the extent to which disabled children and young people can engage in the school curriculum;*
- *Improve the physical environment of schools to increase disabled pupils' physical access to education and extra-curricular activities; and*
- *Improve the delivery of information to disabled children and young people, using formats which give better access to information.*

2.2   The objectives of our Accessibility Plan are

- *to promote equality of opportunity between disabled people and other people.*
- *to eliminate discrimination that is unlawful under the Disability Discrimination Act.*
- *to eliminate harassment of disabled people that is related to their disability.*
- *to promote positive attitudes towards disabled people.*
- *to encourage participation by disabled people in public life.*
- *to take steps to meet disabled people's needs, even if this requires more favourable treatment.*

3   What inclusion looks like in our school

3.1   For pupils with additional needs, SEN or disabilities, we:

- *provide experiences which broaden pupils' perspectives and enhance their understanding of the world*
- *ensure that all pupils show positivity and respect to each other*
- *provide access to a stimulating curriculum that reflects all pupils' needs regardless of ability*
- *provide every pupil with opportunities to achieve highly*
- *ensure (within financial restraints) that all pupils have access to appropriate equipment, resources and learning environment*
- *make reasonable adjustments to ensure equality of opportunity.*

3.2   For staff and/or governors with additional needs, SEN or disabilities, we:

- *ensure that the governing body is responsible for the school's compliance with legislation and that this policy is implemented.*
- *promote equality of opportunity through the school staff development and recruitment policies. The employment of members of staff with a disability has to be carefully considered in relation to the demands of the post.*
- *treat prospective school governors in accordance with equal opportunities legislation.*

- We ensure staff are sensitive to the individual needs of parents and visitors to the school. The school ethos is to be approachable to adults by:
  - *encouraging parents to bring a trusted friend or family member to meetings (a supporter from the Parent Partnership Scheme (SENDIASS) can be arranged if needed).*
  - *asking for an interpreter or signer for meetings.*
  - *discussing individual pupils/ family's needs in a sensitive way.*
  - *arranging meetings with appropriate outside agencies.*
  - *avoiding the use of jargon.*

4   Access to Education at SCPS

4.1   The school is split into two main parts, an older building (KS2) that is around 100 years old and a newer building (KS1, Reception and Hall) that is around 60 years old. There is level access directly into the school through several entrances and ramped access into other areas. As the school is all on one level, so no lifts are required.

4.2   All playgrounds and outdoor spaces are wheelchair accessible either with level access or via a ramp.

4.3   There are two disabled toilets, one in KS2 and one in KS1. The KS1 toilet also contains a shower.

4.4   There is a disabled parking bay directly outside the main gate.

4.5   All teaching rooms have electronic white boards and all children have access to assistive technologies such as laptops with mirroring software if required.

4.6   All children's needs are documented and tracked using the 'Provision Map' software -all staff have access to this tool.

4.7   Alternative methods of recording work are encouraged for those who struggle, and staff are keen to try new methods for eliciting children's ideas.

4.8   Staff within school are trained so that children with medical needs can gain access to education, (e.g., for diabetes, epilepsy, or anaphylaxis).

4.9   We employment of Teaching Assistants to work one-to-one with designated pupils to support their access to school.

5   Dissemination

The Policy is available on the school web site and a paper copy is available on request from the school admin office.

6   Reviewing the Policy

6.1   This policy will be reviewed every 3 years by the SENCo and monitored by the Governing Body to ensure that the Policy is relevant and up to date.

7   Appendix 1 Accessibility Plan:

Improving Access to the Curriculum				
Objective	Strategy	Outcome	Timeframe	Result
Improve range of skills and experience available within the school so we are better able to assess and provide for the needs of pupils with SEND.	Audit staff's current skills, training and experience and plan future training.	Staff who are secure in their diagnosis of learning difficulties and abilities, and able to develop and advise on teaching strategies to enable pupils with SEND to fully access the curriculum.	Ongoing	Pupils are more able to access the curriculum regardless of their SEND.
Increased staff awareness of the various SEN resources to better support the children's needs.	For pupils to have access to appropriate resources.	Daily opportunities for children access appropriate interventions/ support.	Ongoing, subject to funding.	Children to show increased progress in key skills.
Improve communication with pupils who have a disability.	Improve access to pictorial / symbolic resources.	Opportunities for children to communicate more effectively.	Ongoing, subject to funding.	Children to show increased progress in key skills.
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports Annually	All pupils have access to PE and are able to excel, for example via support from an adult	Ongoing	Children to show increased progress in key skills.
Ensure disabled children can	Discuss with staff who supervise		Ongoing	Disabled children are able

take part equally in lunchtime and after school activities	playtimes and run out of school clubs. Ensure there is a way of getting children with mobility issues/wheelchairs to the location			to access these activities with the support of an adult

Improving Access to the Physical Environment of the School

Objective	Strategy	Outcome	Timeframe	Result
Ensure disabled members of staff and visitors have a place to park in the staff car park.	Maintain access to disabled parking bay in small car park in Lea Road		Ongoing	There is a place for disabled members of staff and visitors to park
Ensure disabled members of staff and visitors can access premises and buildings.	The gates at Lea Road and doors into the KS1 building have wheelchair height card readers and access buttons. Access to buildings is either flat or via permanent ramps.		Ongoing	Physically disabled staff, visitors and children can access premises and buildings.
Disabled toilets available in both KS buildings.	Maintain access to KS1 and KS2 disabled toilets		Ongoing	Disabled adults and children can use the toilets.
Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed for	Review PEEPs annually.		Ongoing	Ensure any disabled adults or children can be safely

anyone who need it.				evacuated in an emergency

Improving Delivery of Written Information				
Objective	Strategy	Outcome	Timeframe	Result
All information produced by the school should be available in a variety of formats to suit the end user.	Uses a range of communication methods to make sure information is accessible. Including: • Internal signage • Large print resources • Pictorial or symbolic representations • Written or typed text on coloured paper or background	All information given out at school (internally and externally) can be accessed by everyone.	Ongoing, produced as needed	Everyone can access key information.
All information on our web site should be available to everyone.	Check images and non-text content have text alternatives, colour contrast is sufficient, keyboard accessibility and site can be zoomed in. Regularly check using Web Accessibility Evaluation Tools.	All information added to the school website maintains these guidelines.	Ongoing, depending on budget	Everyone can access key information on the school website.