

# **Sand Hutton C of E School: Accessibility Plan**

## **Background**

Under the Equality Act 2010 Schools and Local Authorities must carry out accessibility planning for disabled pupils.

A disability is anything that can hinder the child's learning progress through:

- a significantly greater difficulty in learning than the majority of children of the same age
- a physical disability or condition that prevents or hinders them from making full use of the school's educational facilities. This includes a wide range of conditions including physical impairment, sensory impairment, and long-term health conditions such as asthma, diabetes, epilepsy and chronic obesity.

The school's aim is to make what reasonable adjustments it can so that pupils with SEND can fully participate in the educational opportunities we provide and enjoy the other benefits, facilities and services available including out of school activities and external visits.

It also encourages pupils and parents to play a full part in this process.

## **Our Commitment:**

At Sand Hutton we are committed to ensuring excellence and enjoyment, and to developing and sustaining a culture of awareness, tolerance and inclusion.

At Sand Hutton we seek to provide a fully accessible environment which values and includes all pupils, parents and visitors regardless of educational, physical, sensory, social, spiritual, emotional and cultural needs.

## **Our Accessibility Plan is focused on relevant actions to:**

1. Improve **access to the physical environment** of the school.
2. Increase **access to the curriculum for pupils** with disabilities, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life beyond school as able-bodied pupils. *This includes 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.*

3. Improve the **delivery of written communication/information** to pupils, staff, parents and visitors with disabilities. *Examples might include hand-outs, timetables, booklets, letters and information about the school and school events. This information should be made available in various preferred formats within a reasonable time-frame.*

**Our action plan relates to these three key aspects of accessibility and is reviewed at least annually.**

New action plans are drawn up at least every three years and more frequently if needs are identified.

## SAND HUTTON AND WARTHILL FEDERATED CE PRIMARY SCHOOLS

### 1. IMPROVING THE PHYSICAL ACCESS

AREA FOR IMPROVEMENT	STRATEGY/ACTION TO BE TAKEN	TIMES SCALE	LEAD PEOPLE	COST/ RESOURCES	SUCCESS/OUTCOME
Improve quality of provision for children with specific SEN	Provide a tranquil safe space. Provide a wheel chair accessible classroom for immediate use Maintain and further develop a sensory area for new and established pupils Train staff to meet need if new pupils Train staff in Makaton and support pupils in using	Ongoing  ASAP	Headteacher / SENCo / Class Teacher/staff and pupils	Makaton training costs  EHCP L 6	School experience enhanced for children with specific SEND. Pupil anxiety and disruption reduced
Ensure access is safe and available for all visitors, staff or pupils. Ensure that this extends to using the grassed and woodland areas for Forest Schools	Review current access is viable and safe for all users in and around the school buildings and grounds. What measures can be added to create access for Forest schools in additional to woodland walkway?	Ongoing	Headteacher and H&S lead governor	To be determined	School environment presents no barriers for people using wheelchairs, walking aids or who have limited mobility. However, further development is required for grassed space.

### 2. IMPROVING THE CURRICULUM ACCESS

AREA FOR IMPROVEMENT	STRATEGY/ACTION TO BE TAKEN	TIME SCALE	LEAD PEOPLE	COST/ RESOURCES	SUCCESS/OUTCOME
Differentiating the curriculum and effective communication with parents Recording outcomes for	All staff trained in planning for differentiation, provision mapping etc Regular meetings with parents of pupils with SEND Pupils progress meetings to take account of	Ongoing	Headteacher SENCO	Staff time/supply	Increased access to the curriculum. Needs of all learners met. Parents fully informed. SEND Adaptations doc provided Children have access to same content Adapted ways of recording success

pupils in all curricular areas	assessment in all areas of the curriculum				
Supporting pupils with behavioural and communication needs	Raise awareness and increase skills for all staff. TAs and lunch staff in communication TEAM TEACH Training to target specific staff	Ongoing	Headteacher App staff	Training, time and cost	Increased access to the curriculum and school experience enhanced for pupils with emotional and

AREA FOR IMPROVEMENT	STRATEGY/ACTION TO BE TAKEN	TIME SCALE	LEAD PEOPLE	COST/ RESOURCES	SUCCESS/OUTCOME
	and in preventing and supporting challenging behaviours.				communication needs. More confident staff in handling conflict resolution Children able to articulate feelings needs
Recognise pupil diversity through lesson delivery & techniques	Lessons show awareness of diversity through differentiation, groupings etc. Purchase literature to support Raise awareness of protected characteristics and enable pupil to articulate	Ongoing	Headteacher Eng Lead All staff	Planning and monitoring time	All pupils enjoy and benefit from an accessible curriculum which is enriching, broad and balanced.
Specialist equipment (e.g. computer technology) to benefit individual pupils and staff	To be provided as needed	As needed	Class 3 Teacher/ computing lead	Estimates to be provided when required, also staff training cost and time	Increased access to the curriculum and school experience enhanced for disabled pupils

### 3. IMPROVING THE DELIVERY OF WRITTEN COMMUNICATION/INFORMATION

AREA FOR IMPROVEMENT	STRATEGY/ACTION TO BE TAKEN	TIME SCALE	LEAD PEOPLE	COST/ RESOURCES	SUCCESS/OUTCOME
Improve paperless communication	Website up to date and compliant. Email, Text and ParentPay used to communicate between school and parents. Use twitter and website	Ongoing	School Administrator Headteacher Staff	Text and ParentPay annual usage fees. Admin costs / time	
Improve use of alternative formats for written communication	School to be aware of alternative means for converting written/paper based information into alternative formats. Drawn on LA services available.	Ongoing	School Administrator Headteacher	Admin costs / time to research available resources.	School will be able to make quick contacts, save paper and provide alternative formats when required. Greater use of text service

Next Review Date Autumn 2025