

Sherwood Primary School

Accessibility Plan

2022-2025



This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

At Sherwood Primary School our values reflect our commitment to a school where there are high expectations for all. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

We are committed to providing an environment that enables full curriculum access that 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 taking positive action to meet the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We recognise and value parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality. Our Accessibility Plan shows how access is to be improved for disabled

pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.
- Our Accessibility Plan relates to the key aspects of physical environment, curriculum, written information and digital access.

It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

This Accessibility Plan will be published on the school website. It will be monitored through Full Governing Body with the Finance and Buildings committee leading this area.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

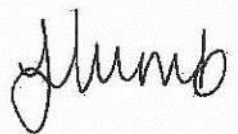
Focus	Required Action	Timescale	Success Criteria
Learning environment to support specific needs	SENCO to lead review of learning environment from inclusive perspective using inclusion Speech and Language audit and physical environment audit.	Reviewed annually	The learning environment supports access to resources and visual aids to support learning across the curriculum.
Provision Maps	DHT/SENCO to lead updating of provision maps in 4 areas based around SEND Code of Practice.	Reviewed termly	Provision is carefully planned to support children's needs and swift action is taken to address barriers to or gaps in learning.
Differentiation in Teaching	HT/SENCO to monitor quality of differentiation and provision for SEND pupils.	Reviewed termly	
Interventions	Deputy Headteacher and Leader for Inclusion to audit current interventions and their success/impact on progress. Provision	Reviewed termly	
Independent Learning	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independent access.	Reviewed termly	Teaching aids and white boards are accessible and learning experiences of pupils enhanced through appropriate resources and visual aids.
	HT/SENCO to carry out an audit of resources to ensure that lessons are planned to meet the needs of all pupils in the class.	Reviewed termly	Teaching aids and white boards are accessible and learning experiences of pupils enhanced through appropriate resources and visual aids.

Resource/Curriculum Adaptations	Pastoral support, timetable adaptations, Individual physiotherapy and OT programmes Speech and language therapy programmes. Use of access arrangements for assessment/National tests	Reviewed annually	Adaptations to the curriculum to meet the needs of individual learners
Cost associated with additional resources: sloping boards for writing, wobble cushions, reading rulers, book overlays, pencil grips, 1:1 technology to support inclusive learning strategies (please see IT Strategy Statement).			
Staff CPD	Deliver training to ensure all pupils' needs are met. Identify gaps in knowledge and seek external advice as necessary. Focus on key areas of need within the school: Physical Disability, SPLD, ASD, Dyspraxia	Reviewed annually or termly as appropriate	Staff have the knowledge and understanding to write individual learning plans and IEPs support pupils next steps.
Written Materials	The school will make itself aware of the services available for converting written information into alternative formats. The School website is available in a full range of languages.	Reviewed annually or termly as appropriate	
Extra Curricular Provision	Review engagement in extra curriculum provision and identify needs or barriers to access. All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation for all children.	Reviewed annually or termly as appropriate	Participation in after school activity is evident for all groups within the School Community.

Safe exterior access	Review pedestrian access onto the School premises to increase safety on entry and access to School main entrance.	Building and Grounds Development 2023-2024	All members of the School community, including those with disabilities, can move safely along exterior pathways and access the School building.
Improve on-site parking to provide additional disabled parking to meet the needs of the school community.	Review School car park to ensure need can be met and provide additional disabled parking to meet the needs of the school community.	Building and Grounds Development 2023-2024	
Improve signage to indicate access routes around school	Review signage to support safe and clear access for all to allocated drop off/collection areas and School main entrance.	Building and Grounds Development 2023-2024	
Cost associated with developments: School Signage, Pedestrian entrances, disabled parking costs linked to School Building and Development Plan.			

Statement:	Accessibility plan
Date of Accessibility Plan:	June 2022
This statement will be reviewed:	June 2025
Governor committee responsibility:	Full Governing Body

Signed:



Date: June 2022