

Sandgate Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by DFES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'.

Key objective of this plan

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Updated January 2020

Targets	Strategies	Outcome	Time Frame	Financial implications	Comments/Progress
Short Term					
To increase the extent to which disabled pupils can participate in the school curriculum-through training and support for staff	<ol style="list-style-type: none"> 1. FLO to work off line to support staff in setting up and implementing programmes for children identified with specific needs. 2. Impact of these interventions will be monitored three times a year by L&A Committee and JW/WH 3. SENCO will ensure that disabled pupils can fully participate in the whole school curriculum. 4. High Needs Funding will be requested as/ when appropriate, to ensure full access to the curriculum. 	Strategies and support programmes in place and impact monitored ensuring disabled children are able to participate fully in the curriculum	Ongoing throughout 2020/2021	None	ongoing reviewed
To increase the extent to which disabled pupils can participate in the school curriculum through Speech and language early intervention.	<ol style="list-style-type: none"> 1. EYFS children continue to be screened on entry for Speech and language difficulties. 2. Difficulties identified through Key Stage 1 and Key Stage 2 	Speech and Language identified and early intervention put in place allowing children to	Ongoing	Renewal of Speech and Language screeners annually. Training course costs.	Ongoing review and evaluation on termly provision maps.

	<p>Language Screening, and further referrals of intervention programmes put in place.</p> <p>3. Speech and Language therapist sessions attended by Teaching Assistants to ensure high quality delivery of targeted intervention.</p> <p>4. Impact of all interventions monitored by SENCO.</p> <p>5. Training for staff delivered by Speech and Language therapists and Specialist Teaching and Learning Service.</p>	<p>participate fully in the curriculum.</p> <p>High quality targeted support available within school.</p>			
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Ensure that for future improvements, pupils and visitors with physical difficulties and sensory impairments are fully considered when planning refurbishments of site and premises	Involve qualified surveyors in drawing up job specifications and consulting with KCC.	Fully compliant DDA building works	Ongoing	Per project	
To increase the extent to which disabled pupils can participate in the school curriculum- with a focus on extra-curricular activities.	Audit children who attend school clubs. Assess if children with identified disabilities are attending clubs and if necessary encourage more children with disabilities to attend clubs	Disabled children are able to access the range of extra-curricular activities the school offers	Ongoing		
Medium term					
To improve the delivery of information to disabled members of the school community. Provide additional designated disabled parking for the school and local community.	To consider accessibility of information provided to members of the school community, e.g. prospectus and investigate alternative formats for this information.	All members of the school community able to access information provided by the school.	Ongoing		There is now disabled parking space outside the front of the school. Provision has been made for guide dogs onsite.

<p>To increase the extent to which disabled pupils can participate in the school curriculum- with a focus on extra- curricular activities.</p>	<p>Audit children who attend school clubs. Assess if children with identified disabilities are attending clubs and if necessary encourage more children with disabilities to attend clubs.</p>	<p>Disabled children are able to access the range of extra-curricular activities the school offers.</p>	<p>Ongoing</p>		
<p>To continually consider and increase disabled access and provision in all school building projects.</p>	<p>To follow KCC building guidelines and use qualified surveyors and planners.</p>	<p>DDA compliant projects completed</p>	<p>Ongoing</p>	<p>Per project</p>	
<p>Long Term</p>					
<p>To increase the extent to which disabled pupils can participate in the school curriculum - with a focus on extra- curricular activities.</p>	<p>To audit extended schools provision to see whether it is being accessed by disabled members of the school community</p>	<p>Disabled members of the school community are encouraged to access extended school provision</p>	<p>Ongoing – termly monitoring</p>		<p>FLO SENCO Deputy Head</p>