



Accessibility Plan

September 2024

Governing Body Ratification Date: 30 th September 2024
Issue Date: September 2024
Next Review Date: July 2027

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

All pupils come to our school to be happy and successful.

This has inspired the design of our curriculum so that all children can achieve.

Pupils explore the skills and acquire knowledge to allow them to reason critically, making informed decisions and choices through a curriculum that promotes creativity and curiosity.

Our values and curriculum develop high expectations for every child and empower them to be successful in their own lives and to contribute positively to the local, national and international community.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school works alongside KCC as the Local Authority to ensure that any adaptations or modifications can be implemented.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring and Evaluation

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Local Governing Body and published on the school website.

At Sandgate Primary School, the accessibility plan will be monitored by the Headteacher and evaluated by the Local Governing Body members. The Accessibility Plan is structured to complement and support a number of school policies.

4. Management and process

The accessibility plan will be managed and co-ordinated on a day to day basis by the SENCO and SLT, ensuring that:

- The individual needs of pupils will be assessed prior to admission to the school
- Relevant staff will work closely with parents/carers and other agencies to agree the most appropriate support for pupils with disabilities. Multiagency meetings will be held as necessary to share knowledge and information and review the effectiveness of provision.
- Every effort will be made to include pupils with a disability into all activities, and where possible, we may provide aids and devote additional resources to ensure this is the case.
- Any strategies put in place will be shared with those affected, monitored for effectiveness and adjusted accordingly as a result of changing circumstances.
- Information on the specific needs of pupils with a disability will be disseminated to all relevant staff either in hard copy, by email, or in person.

4. Physical Access

There is good physical accessibility to all parts of the school building. The building has the following features:

- Non-stepped or gradient ramp access/egress
- Adequate space in all areas
- Disabled access toilets and changing facilities in all teaching buildings
- Disabled access to communal and eating areas

This is further enhanced by:

- Assessing the safety needs for pupils and staff with a disability that may affect their physical or emotional well-being. This will inform further modifications as reasonably practicable.

- Continually reviewing the environment of the school and the way we plan, prepare and deliver the curriculum, adapting to the needs of new users of the school facilities.

The requirements of the DDA will be taken into account when planning any changes to the premises (including minor improvements) as we develop and expand the school facilities.

5. Organisation and Access to the Curriculum

The school has an ethos of making pupils feel safe and treating all stakeholders with dignity, regardless of their disability. All pupils have access to a diverse and enriching curriculum, which may be modified where necessary, according to individual need. We will also undertake the following actions:

- Developing an understanding of disability with all pupils through positive role models across the curriculum
- Avoiding using stereotypes
- Developing language that emphasises the person rather than the disability
- Continually reviewing our extra-curricular and enrichment provision to ensure all pupils with a disability can be included and where this is not possible, provide learning experiences, which promote similar development of knowledge and understanding.
- Where reasonably practicable, prescribed medical procedures will be followed to ensure equality of access for pupils, carried out by appropriately trained staff.

6. Improving information to pupils, staff, parents/carers and visitors

- Any learning materials provided to pupils will be modified by teaching staff to take account of their disabilities and maximise progress. Ongoing CPD will be given to staff in response to our self-evaluation and particular needs of needs
- Where there is a physical modification needed to improve information sharing (e.g. projector software for visual impairment, radioaid for hearing impairment) we will work with relevant agencies to seek funding and train staff and pupils.
- We will accommodate parents/carers with a disability or other needs to the best of our ability by providing additional services as needed. e.g. a key member of staff to communicate essential information where literacy is a barrier.

7. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Ensure all staff have full information about pupils needs. Ensure all staff are aware of the routes of enquiry should they need to access further information	Staff Training Update plans for children with a disability and incorporate diagnoses into SEN Provision Plans and Pupil Provision Case Studies in place. Ensure that the classroom is optimally organised for disabled/medical/sensory pupils. Review transition arrangements to include earlier and continued links with Secondary SENCo's.	RS RS/LJ and Year 6 teaching team	Ongoing Term 6 each year	Remove barriers to learning and participation All staff are fully aware of pupil needs and updated with any changes. As a result of this, pupils' needs are effectively met. All pupils with a disability have full access to the curriculum to ensure they are making progress in line with their personal targets.
	Review and update training for specific learning barriers	Specific training given to staff to ensure all childrens needs met <ul style="list-style-type: none"> • Autism • Dyslexia • Medical Needs 	RS WH	Ongoing – induction of new staff	This will ensure all children have access to the curriculum at differentiated levels according to their needs and that staff will full adverse to fulfilling these requirements
	Consider the roles of staff and ensure all teachers are fully skilled in differentiation for pupils with a disability	The roles and deployment of staff are reviewed annually in line with Job descriptions, performance management and career progression. Provision of CPD on learning difficulties and disability, CPD Monitoring through work scrutiny	Senior Leaders/appraisers RS Senior Leaders and Subject Leaders	Ongoing	Removal of all barriers to learning and participation; Staff are confident fulfilling the roles for which they are employed and all pupils with a disability have appropriate differentiation and are making expected progress.
	Ensure test papers are appropriately adapted when required.	To adapt test papers in line with the regulations set out in the DFE publications to ensure all children have equal access to the tests	RS/LJ	July each year Feb- April each year	All children have equal access

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps into school – with handrail • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Repaint disabled/accessible space in front car park</p>	<p>JK</p>	<p>July 2025</p>	<p>Disabled parking space is clearly visible</p> <p>School fully complies with Fire Regulations and Health & Safety Regulations.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Improve accessibility of information available to parents/carers</p>	<p>Update website with easier interface and improved accessibility</p>	<p>JK</p>	<p>December 2024</p>	<p>All stakeholders will be able to access the information they require.</p>
	<p>Ensure medical needs of pupils are fully understood and plans are in place for them. Plans are understood by all Staff.</p>	<p>Annual audit of medical needs</p> <p>Identify and implement training plan for first aiders and named key workers.</p> <p>Follow care plans for pupils with significant medical conditions</p> <p>Regular medical training for First Aid, allergies, epilepsy and asthma.</p>	<p>RS/LH/WH</p>	<p>September of each academic year.</p>	<p>All relevant staff are aware of pupils' medical needs and plans are clear and implemented effectively. Staff training is implemented at least annually or as necessary. All procedures are followed effectively.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by [the governing board / committee name / governor name / the headteacher].

It will be approved by [the governing board / committee name / governor name / the headteacher].

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- › Risk assessment policy
- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEN) information report
- › SEND policy
- › Supporting pupils with medical conditions policy

List any other related policies and procedures that the school has here.