**Sandbach Primary Academy**

Accessibility Plan

2023-2024

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**Statement of intent**

This plan outlines how Sandbach Primary Academyaims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
* Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
* Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

* Pupils’ parents.
* The headteacher and other relevant members of staff.
* Governors.
* External partners.
1. **[New]** **Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Human Rights Act 1998
* The Special Educational Needs and Disability Regulations 2014
* Education and Inspections Act 2006
* Equality Act 2010
* Education Act 1996
* Children and Families Act 2014
* The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
* DfE (2014) ‘The Equality Act 2010 and schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

This plan operates in conjunction with the following school policies:

* Equality Information and Objectives Policy
* Early Years Policy
* Special Educational Needs and Disabilities (SEND) Policy
* Equality, Equity, Diversity and Inclusion Policy
* Admissions Policy
* Behaviour Policy
* Supporting Pupils with Medical Conditions Policy
* Administering Medication Policy
* Health and Safety Policy
* Data Protection Policy
1. **[New]** **Roles and responsibilities**

The governing board will be responsible for:

* Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
* Monitoring this plan.

The headteacher will be responsible for:

* Ensuring that staff members are aware of pupils’ disabilities and medical conditions.
* Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
* Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
* Working closely with the governing board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

* Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
* Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

* Acting in accordance with this plan at all times.
* Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
* Ensuring that their actions do not discriminate against any pupil as a result of their disability.
1. **The Accessibility Audit**

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

* **Access to the curriculum** – the school will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
* **Access to the physical environment** – the school will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
* **Access to information** – the school will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

# Planning duty 1: Curriculum

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| **Timescale** | **Targets** | **Reasons** | **Action to be taken** | **Personnel Responsible** | **Resource Implications** | **Success Criteria** | **Evaluation and Monitoring** |
| Annually | Ensure all staff have the opportunity to attend relevant, appropriate and high quality training | To ensure the highest quality of provision for an inclusive education | Identify where additional training needs arise annuallyAudit needs of staff Implement regular programme of CPD SENCO and SEN team to lead training across the school yearPartnership networking with school within the MAT | Member of SLT SENCO Class teachers | Time Funding for courses Possible financial resources to implement changes | Staff can confidently work disability equality perspective | Staff training records |
| On-going | Ensure all children are included in school trips and can access these full | To ensure the highest quality of provision for an inclusive education | Planning of school trips to take into account all pupils needs Risk assessments to be completed Liaising with trip destinations, coach companies and establishments | Class Teachers | Time Possible financial resources to implement changes | All pupils will access all school trips  | Discussion with relevant stake holders |
| Personal plan immediately need is identified | To ensure child with hearing impairment are able to access the whole curriculum | To ensure the highest quality of provision for an inclusive education | Establish personal plan for hearing impaired children with relevant health team | SENCO | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stake holders |
| Personal plan immediately need is identified | To ensure child with visual impairment are able to access the whole curriculum | To ensure the highest quality of provision for an inclusive education | Establish personal plan for visually impaired children with relevant health team | SENCO | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stake holders |
| Personal plan immediately need is identified | To ensure child with physical disability are able to access the whole curriculum | To ensure the highest quality of provision for an inclusive education | Establish personal plan for physically disabled children relevant health teams | SENCO | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stake holders |

# Planning duty 2: Physical environment

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| **Timescale** | **Targets** | **Reasons** | **Action to be taken** | **Personnel Responsible** | **Resource Implications** | **Success Criteria** | **Evaluation and Monitoring** |
| Annually | To ensure the physical environment of the school meets the current needs of the school community | Changing needs within cohorts and new children | Annual walk by 2 members of SLT and LAC to audit the environment Any adaptation to be discussed at SLT and with school business manager for costings  | Member of SLT Nominated LAC representative | Time Possible financial resources to implement changes | Site meets the needs of the current community | Discussion with relevant stake holders |
| Personal plan immediately once need is identified | To ensure persons with physical disabilities, hearing and visual impairments are able to exit building safely when fire alarm sounds | All persons will leave the building safely | Establish personal plan for hearing and visually impaired building users with the relevant support services.PEEP plans completed for any children who needs this | SENCOClass teachers | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stake holders |
| Ongoing | To ensure pupils and staff with disabilities are fully included and school meets its equality duties | Everyone will be fully included in the school community | Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school communityLiaising with professionals within school- OT, School nurse, EP and speech and language therapist | SENCOClass teachers | Costings only relevant if personal plan identifies particular resources | Children and staff will have the specialised equipment they need to access the school environment | Discussion with relevant stake holders |

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# Planning duty 3: Information

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| **Timescale** | **Targets** | **Reasons** | **Action to be taken** | **Personnel Responsible** | **Resource Implications** | **Success Criteria** | **Evaluation and Monitoring** |
| Personal plan immediately need is identified | To ensure persons with hearing impairment are able to access the whole curriculum and information provided by school | To ensure the highest quality of provision for an inclusive education | Establish personal plan for hearing impaired children with relevant health teamSchool to access support from the sensory inclusion team/health team to establish the needs of the child and then follow Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community | SENCO | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stake holders |
| Personal plan immediately need is identified | To ensure persons with visual impairment are able to access the whole curriculum and information provided by school | To ensure the highest quality of provision for an inclusive education | Establish personal plan for visually impaired children with relevant health teamSchool to access support from the sensory inclusion team/health team to establish the needs of the child and then follow Provide specialist equipment and modifications when a need is identified for pupils, members of staff or school community | SENCO | Costings only relevant if personal plan identifies particular resources needed | Individual plans will be in place for all who need them | Discussion with relevant stake holders |

# Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is Autumn 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.