

Accessibility Plan

Smallwood CE Primary Academy



Approved by:	Board of Directors	Date: Summer 2021
Last reviewed on:	Summer 2023	
Next review due by:	Summer 2024	

Smallwood Primary Academy has a happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Smallwood Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

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

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes Improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils.)
The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Smallwood Primary Academy has been in its current location since 1845. The original Victorian single storey building houses only one classroom now and the caretaker's house which dates back to the same period is now connected via a glass corridor and is used currently as our IT suite and upstairs space is given over for the School Business manager's office and an additional intervention/small group teaching space. The 1970s saw the addition of a school hall and in the 1990s three more classrooms were added during the decade. In 2015 the old mobile was removed and a new school hall built, the previous school hall was then converted into two new classrooms. All main teaching areas are at ground floor level and are fully accessible by wheelchair or for children or adults who face mobility difficulties. There is one classroom located above the hall and requires a flight of stairs to be climbed. For 2022-2023 there are no known disabilities that would prevent staff and pupils accessing the room. Two disabled toilets are available on the ground floor. In addition the school hall is accessible by a ramp.

The main entrance to the academy has steps but alternative routes into the building are easily accessed and are fully accessible for wheelchairs. In addition the school has a ramp which can easily be utilised over the step area at the main entrance if required.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities.

Epilepsy, nut allergies, diabetes

We have a small number of pupils, parents and staff who have a hearing impairment or visual impairment.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target:	Strategies:	Time-Scale	Responsibility:	Success Criteria:
Be aware of staff training needs on curriculum access	In-house training to be led by SENCO and additional training bought in as required.	On-going throughout year.	All Staff as part of their CPD plan during performance management.	Raised confidence all staff and thereby improved outcomes for pupils.
Assign CPD to ensure effective delivery of new SEND Toolkit requirements.	In-house training to be led by SENCO.	Training	SENCO /Head	Raised confidence of staff
All educational visits to be accessible to all Develop guidance for staff on making trips accessible	Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Target:	Strategies:	Time-Scale	Responsibility:	Success Criteria:
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process	As required annually.	SENCO/Office Staff/Headteacher/site manager	Parents and pupils have full access to all school activities. Access issues do not influence recruitment and retention issues Layout of school to allow access for all pupils to all areas. Everyone feels welcome at our school.
To create access plans for individual disabled pupils as part of the School Support Plan (SSP) process when required.	Ensure staff aware of Environment and provide equal opportunities and Access	As required annually.	Individual class teachers.	SSPs in place for disabled pupils and all staff aware of pupils needs.

Be aware of staff, governors and parents access needs and meet as appropriate.	Through induction and on-going if required.	As required annually.	SENCO/Office Staff/Headteacher/Sit Manager	All staff and governors feel confident their needs are met . Parents have full access to all school activities . Consider needs of disabled pupils, parents/carers or visitors when considering any redesign . Everyone feels welcome at our school.
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Egress routes visual check	As required	SENCO/Headteacher/site manager/Class Teachers/Support Staff.	Develop a system to ensure all staff are aware of their responsibilities . All fire escape routes are suitable for all
Make sure all areas of school can have wheelchair access (Upstairs of School House and the mezzanine area above the hall excepted).		On-going and as required and as appropriate		All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target:	Strategies:	Time-Scale	Responsibility:	Success Criteria:
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Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	School Office Website designer	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Languages other than English to be visible in school	Some welcome signs to be multi-lingual		MFL co-ordinator	Confidence of parents to access their child's education.
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.		Office	All can access information about the school