

Sutton Veny CofE Primary School Accessibility Plan

Together, through **friendship**, in **peace** and with **courage**, we reach for the stars.

Colossians 3:12: '**clothe yourselves with compassion, kindness, humility, gentleness and patience.**'

Our school accessibility plan aims to uphold the Local Authority's inclusion vision for education, schools and settings, which ...

is for every child and young person to achieve the most successful individual outcomes, educationally, socially, in their personal life, and within their local community, and to have a secure family where all members have a good quality of life, and where unique needs are recognised and met as early as possible.

This vision is reflected in the aspirations outlined in The Children and Families Act 2014, for disabled young people and young people with SEND to have the best opportunities and support so that as far as possible they can succeed in education and their careers, live as independently and healthily as they are able to, and be active members of their communities.

The Local Authority's strategy to improve accessibility has the following aims:

- Increase the extent to which pupils with SEND and disabled pupils can access the Early Years Foundation Stage (EYFS) and school curriculum to their potential and ensure progress
- Improve the physical environment of Early Years settings and schools to increase the extent to which pupils with SEND and disabled pupils can take advantage of education and associated services
- Improve the delivery to pupils with SEND and disabled pupils, and their parents and carers, of information about the Early Years setting and school, ensuring that this is accessible to disabled parents and those whose first language is not English.

Our School Vision

Our vision is for Sutton Veny to be an outstanding Church of England School that is full of children and staff who thrive individually and together. At Sutton Veny, we want the very best outcomes for every child and aim to provide them with the highest standard and quality of education, within an environment and culture where they will be happy, safe and thrive, and which supports us all to live up to our school vision:

Together, through ***friendship***, in ***peace*** and with ***courage***, we reach for the stars.

Aims of our Accessibility Plan

Our aims are to enable all pupils, prospective pupils, staff and visitors, to have full access to the school's curriculum, the school environment and all available information. Our school is fully inclusive and treats all pupils fairly and with respect. This involves providing access and opportunities for all pupils and we will, wherever possible, make reasonable adjustments to avoid anyone being placed at a disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how Sutton Veny School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school.

The plan details the school's intentions to enable access to three 'key areas':

- 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

It is the Governing Body and Headteacher's responsibility, working with the SENCO and SEND Governor, to produce the Accessibility Plan. 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 plan is available on the school website, and paper copies are available upon request.

To enable access to the curriculum the school will:

- provide a school-wide, consistent approach for the provision of children with SEND, including the deployment of support staff
- make the necessary adjustments for children with: physical, hearing or visual impairment
- ensure the effective transition of vulnerable children between year groups and educational phases
- evaluate the outcomes of additional provision to ensure the best possible outcomes are achieved
- make informed decisions about how best to target available funding in the future
- recognise and unlock the potential of the children so they can achieve success
- enhance the life chances of some of their most vulnerable children
- promote positive self-images of people with disabilities to increase awareness
- eliminate negative attitudes and bullying towards children with disabilities and SEND
- work in partnership with outside agencies, medical professionals and parents/carers
- provide effective professional development for staff and governors
- keep parents and carers informed about the decisions involving their children.

To improve access to the physical environment the school will:

- ensure that the school is accessible for people with disabilities
- maintain the condition of entrances, exits and flooring
- consider improvements to lighting, signage, acoustics and floor surfaces
- follow the guidance as set out in the SEND code of practice 2014
- follow the guidance in the Wiltshire Graduated Response to SEND Support (WGRSS) document, which relates to children and young people with SEND in Wiltshire
- ensure that reasonable adjustments are made to existing classrooms and the school environment, to accommodate children with additional needs and disabilities
- make improvements and reasonable adjustments to the building and physical environment.

To improve access to Information the school will:

- communicate with parents and carers clearly in a format they understand
- where necessary, provide information in alternative formats for parent and carers. e.g. using a specialised computer programme for visually impaired, or sending out information in a preferred format
- provide clarity about where parent and carers can obtain paper copies of information should they not have access to the internet
- provide accessible information for parents, carers and children with SEND, including those with a disability
- share and explain reports/assessments produced by others professionals and outside agencies
- adopt a consistent approach to record keeping for children with SEND.

Linked Policies and Plans

The Accessibility Plan will contribute to the review and revision of related school policies including:

- School Development Plan
- Health and Safety Policy
- SEND Policy
- Equality Information and Objectives
- Anti-Bullying Policy

Accessibility Plan 2023 / 2026

Strand 1: Increase the extent to which pupils with disabilities can participate in the curriculum			
Target	Action and Responsibility	Outcomes	Timescale
SENCO to complete National SENCo Award within three years of starting the role (by September 2025)	HB to enrol for the National Award for SEND Coordination	Effective professional development for the school's SENCo and increased capacity to meet the needs of children with SEND	Enrol in 2024 – 2025
Provide CPD for teachers on inclusion and differentiation for children with SEND, so the school is best placed to assess and meet the needs of pupils with disabilities	HB to identify whole school and individual training needs for class teachers and TPs	Effective CPD and an improved understanding of best to support children with SEND in school, leading to improved outcomes	Ongoing
Ensure that extra-curricular activities, including school visits and trips, are planned to include all pupils	EVC to ensure that appropriate risk assessments and staffing ratios are in place to allow all pupils access to curriculum enriching opportunities.	All extra-curricular activities, school visits and trips will be fully inclusive and comply with current and future legislation.	Ongoing and when appropriate
Review the school's curriculum	SLT, subject leaders and class to review and develop the school's curriculum and ensure that it is fully inclusive for all children.	Every child can access the full school curriculum, despite any additional needs or disabilities.	See SDP for 3 year plan
Strand 2: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided			
Target	Action and Responsibility	Outcomes	Timescale
Accessible main entrance	Redesign the entrance to the school office and reception area	Improved access to the school office and reception area for all visitors, including those with a disability.	September 2025
Ensure that all fire escape routes and facilities are suitable for all children	Carry out a review of the school to ensure that all areas of the school have wheel chair access.	All children, staff and visitors can move around the school and exit the site safely.	September 2025
All school signage will be clear and visible for all, including the visually impaired	Provide clear signage at the front of school to direct any visitors to the school office.	All visitors to school will know how to access the school office and reception area.	September 2024
Strand 3: Improve the availability of accessible information to pupils with disabilities			
Target	Action and Responsibility	Outcomes	Timescale
Review and update the school website	Ensure that the new website has a function for translating information into different languages	The school website is accessible to all and those with EAL	January 2024
Ensure that all written material is accessible for all	Ensure the school are aware of the different ways to convert written information into alternative formats, using the LA services	The school will be able to provide written information in different formats for children, staff, parents and visitors.	As requested
Ensure all parents and carers receive accessible information	Ensure a consistent approach for record keeping and information sharing for children with SEND	Parents and carers of children with SEND will receive accessible information about their child(ren)	Annual cycle of sharing information
All school information is accessible for all stakeholders	Identify any individual needs of parents and carers as part of our school induction (headteacher and class teachers)	All parents and carers receive information in a way that clear and easy to understand.	Ongoing
Ensure the school has a named Data Protection Officer	Employ a Data Protection Officer to ensure the school is compliant and can meet the demands of a Subject Access Request	The school will be fully compliant and be able to meet any statutory requests for data and information.	January 2023