

Accessibility Plan



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

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 meet their potential and ensure progress
- Improve the physical environment of Early Years settings and schools to increase the extent to which pupils with SEN and disabled pupils can take advantage of education and associated services
- Improve the delivery to pupils with SEN 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, and live up to our motto of 'Reach for the Stars'.

At Sutton Veny, we want the very best outcomes for every child and so our aim is to provide them with the highest standard and quality of education, within an environment and culture where they will be happy, safe and thrive. We are inspired to value, care for, guide and support each child to help them realise their potential.

Aims of our Accessibility Plan

Our aims are to enable all pupils, prospective pupils, staff and visitors (including those with SEND), to have full access to the curriculum, environment and information, and reduce any barriers that may reduce or restrict this from happening. The plan details the school's intentions to enable access to three 'key areas':

- Access to the Curriculum
- Access to the Environment
- Access to Information

It is the Governing Body and Headteacher's responsibility, working with the SENCO and SEND Governor, to produce the Accessibility Plan and ensure that it is published on the school website.

As a school we will make the three key areas accessible in the following ways:

Access to the Curriculum

- 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 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

Access to the Environment

- 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 Graduated Response to SEND Support (GRSS) document, which relates to children and young people with Special Educational Needs in Wiltshire
- Ensure that reasonable adjustments are made to existing classrooms and the school environment, to accommodate children with additional needs including (Communication and Interaction, Social, Emotional and Mental Health, Sensory, Physical, Visual or Hearing Impairment)
- Make improvements and reasonable adjustments to the building and physical environment

Access to Information

- Communicating 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
- SEND Policy
- Equality Information and Objectives

Accessibility Plan 2020 / 2023



To improve access to the curriculum for children with SEND			
Target	Action and Responsibility	Outcomes	Timescale
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.	Review specific needs of pupils with SEND and identify ways to overcome barriers to accessing the curriculum (SENCO and SEND Governor) Continue to train and develop staff skills in meeting the needs of pupils with SEND (SENCO)	Teachers are aware of the needs of pupils with SEND and meet their requirements in relation to them accessing the curriculum.	Ongoing
Ensure that extra-curricular activities, including school visits and trips, are planned to include all pupils.	Review all extra-curricular activities to ensure they are accessible for pupils with SEND. Seek parental advice and support from outside agencies when appropriate (EVC and Class Teachers)	All extra-curricular activities, school visits and trips will be fully inclusive and comply with current and future legislation.	Ongoing
Monitor and progress and achievements of pupils with SEND.	Analyse attainment data for pupils with SEND and identify support strategies when required (SLT and SENCO)	Remove potential barriers to success and enabled disabled pupils to achieve to their potential.	Ongoing
Ensure that SEND pupils who cannot attend school full-time have access to the curriculum at home.	Work with the LA to produce a plan to educate pupils at home who cannot attend school due to a disability (LA and Headteacher)	Pupils with SEND will be given additional support to access the curriculum at home, so they can still have access to a broad and balanced curriculum.	Ongoing
To improve access to the learning environment and building for children with SEND and visitors with impairments or disabilities			
Target	Action and Responsibility	Outcomes	Timescale
Improve the surfacing in the EYFS outside area	Resurface the courtyard area, including a ramp to allow wheel chair access through the double doors (Premises and Resources Committee)	The surface in this area will be safe and accessible for all, including disabled people.	Summer holiday 2020
Make the main entrance into school easily accessible for all visitors.	Relocate the school office, including a new school entrance (Premises and Resources Committee).	The school office and reception area will be visible and accessible for all visitors.	Term 6 2020
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.	2021-22 academic year
Ensure that all fire escape routes are suitable for all	Carry out a review of the school to check that for wheel chair access (Premises Committee and LA) Add a new door and fire escape in the EYFS classroom (Premises and Resources Committee)	Any persons with a disability, using the school building can safely exit the school. Improved access and fire exit in the EYFS classroom.	Term 6 2021 2021-22 academic year
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 school.	All visitors to school will know how to access the school office and reception area.	2021-22 academic year
To improve access to written information			
Target	Action and Responsibility	Outcomes	Timescale
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 (Headteacher and LA)	The school will be able to provide written information in different formats when requested, or to meet individual requirements.	Ongoing
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

