

ACCESSIBILITY PLAN

JANUARY 2023 - 2026

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Prepared by:	SENDCO
Approved by:	Principal
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Welcome to our 3 Year Plan for SEND

When some people see the words Accessibility Plan, they think “old news”. After all, schools have had accessibility plans since 2002. How could there be anything left to do? If a school has all the accessible toilets and ramps it needs, it’s about as accessible as it can be. Isn’t it?

Changes to buildings are especially important for people with physical difficulties. However, for most children with ADHD, an accessible toilet makes no difference. For this child, improving access may mean giving them access to wobble cushions, an individual reward system, a fiddle toy, movement breaks and sensory circuits. All of this can be achieved without us needing to plumbers or bricklayers.

This accessibility plan tells you what we’re aiming for and the steps we plan take to make life even more accessible for both children and adults.

Accessibility doesn’t mean removing every barrier. Some barriers can’t be removed. But it does mean finding creative to deal with the barrier.

If we cannot remove the barrier, we want to work together to over it, under it or round it.

Please read on...



ways

get

Contents

1. Our Goals
2. Our Plan
3. How we monitor our progress.
4. Extra information



(The pictures we’ve used are pupils regardless of whether they have SEND or not. That’s inclusion)

Our Goals

Our goals reflect our school's ambitions. But, they are also things that parents say matter to them and their children.

1	2	3
All children have been exposed to a good range of disabled role models (including both milder and more severe needs).	There is no bullying of children because of their SEND.	Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.
10	11. The Final Word	4
2023/24 attendance of SEND pupils is better than the whole school average.	Let's say that on Churchfield Close, a mum gives birth early. It's a difficult birth. The baby is born at 26 weeks and is very poorly in the first few days of their life. The difficulties at birth caused damage to his young brain.	No child leaves FS without having been invited to a friend's house.
9	7	5
No child underachieves in their learning.	We want our school to be better by the time he arrives aged 4 than it would have been if he had come through our doors on the day this plan was written. We want him to read well, have friends and be well placed to have good physical and mental health for life.	Every child leaves every year group having been invited to at least three class mate's birthday parties.
8	7	6
Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families.	All children with disabilities are offered effective interventions to understand their difficulties by Y4 (in liaison with parent wishes).	All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.

Our Plan

What's in our Plan?

Our plan is broken down into three parts

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in Our Plan?

We do lots to **maintain** previous improvements. For example, we have clear, enlarged signage on our school grounds. However, we generally don't include this in the plan because the plan is about how we'll make things even **better** (and not just maintain what we've done already).

However, if for example, we renew our autism training, we would put that in (because each time staff do it they take new things away from it). Thus, the training does make life **better** for our SEND pupils rather than just **maintain** previous improvements.

The key question is "Will it make it **better** by the end of the three years than it was on the day this plan was written?"

Quick Note on Words

- SENDCo is short for Special Educational Needs & Disabilities Co-ordinator
- OM is short for Office Manager

Our Children's Learning

This means what and how we teach children, including in their classroom and small group or 1:1 interventions. It's the biggest section.

When & Who?	Target	Comments
2022/2023 SENDCo, Phase Leaders	Increase confidence of all staff in supporting all learners using scaffolding within the curriculum	Raise staff confidence in strategies and increased pupil participation through CPD on identification of needs, scaffolding, concrete manipulatives and pictorial representations and recording materials.
As required SENDCo	Ensure that class support staff have received the specific training on disability issues	Raise confidence of support staff through identifying training needs and providing CPD opportunities.
As required SENDCo	Ensure that all staff are aware of disabled children's curriculum access.	All staff aware of the individual's needs. Individual access plans for pupils when required. Information sharing with all agencies involved with the child.
2022/2023 All Staff	All staff will embark on Thrive training, throughout the year.	Teachers will develop new strategies and gain a greater understanding of social, emotional and mental health (SEMH) needs. Practice will be threaded through daily provision within the classroom.
As required Principal/ Educational Visits Coordinator	Educational visits accessible to all.	All pupils within our academy are able to access all education visits and take part in a range of activities. Ensure that staff have the knowledge and guidance when organising a trip to ensure that the trip is accessible to all pupils/staff
Autumn 2022 SENDCo and Communication Champion	Identify and assess pupils for interventions for Speech, Language and Communication Needs.	SaLT strategies and assessment will be developed and implemented. This will inform targets within My Support Plan meetings.
As required PE subject leaders	Review PE curriculum to ensure PE is accessible to all	All pupils to have access to PE and to be able to enjoy and excel. Gather information on accessible PE and disability sports. Seek disability sports people to come into school.
October 23 SENDCo	We will review Accessibility Plan.	We collaborate to ensure we hear all possible ideas for improving SEND children's access to school. We will ask for opinions from families.
Termly SENDCo	Parents will have the opportunity to attend a meeting with the SENDCo.	SENDCo will deliver termly sessions to parents with a specific focus on an area of SEND.
Ongoing Senior Leadership Team and SENDCo	All extra curricular activities will be curated to include all children regardless of their SEND.	Children can access a range of activities, delivered within an inclusive environment.

Our Classrooms and Buildings

This means the accessibility of the school environment. It can include tackling issues with visual hazards, bottlenecks in corridors, toilets, steps.

When & Who?	Target	Comments
Ongoing Senior Leadership Team and SENDCo	All children have sufficient space to learn which promotes inclusivity and equality.	A review of classroom layout, tables, furniture to ensure accessibility and promotes engagement. Furniture to be removed or re-organised.
As required SENDCo Principal OM	School is aware of the needs of disabled pupils, staff, governors, parent/carers and visitors of the academy.	<p>To create access plans for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of any access needs for staff, governors' parent/carers and visitors to the school.</p> <p>Through questions and discussions find out the access needs of parents/carers – indicate on Newsletter & Admission forms.</p> <p>Consider access needs throughout recruitment process.</p>
As required Principal Governors Site Manager School Business Manager	Layout of school to ensure access for all pupils.	Re designed buildings are usable by all. Consider needs of disabled pupils, parents/carers or visitors when considering any redesigns.
As required SENDCo	Ensure the safety of pupils during an emergency	<p>All disabled pupils and staff working alongside are safe in the event of a fire.</p> <p>Personal Emergency Evacuation Plan (PEEP) in place for all children with difficulties Develop a system to ensure that staff are aware of their responsibilities.</p>
Ongoing Site Manager & OM	Fire escapes routes are suitable for all	All disabled staff, pupils and visitors are able to have a safe independent pathway to exit the building in the event of an emergency. Ensure that visual checks are carried out on a daily basis – housekeeping, keeping areas free from obstruction.

Our Written Information

This means the accessibility of written information and resources for children (and adults).

When & Who?	Target	Comments
Ongoing Principal/ Admin	Review information to parents/carers to ensure it is accessible.	All parents receive information in a way that they can understand
Ongoing Teachers/Principal/ Admin	Provide information in simple language, symbols, large print for prospective pupils or parent/carers who may have difficulty with standard form of printed information.	Ensure that all can access information about the school
Ongoing Teachers/SENDCo/ Principal/ Admin	Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Pupils and/or parents feel supported and included within their education

How do we monitor the Plan?

SENDCo in September

Our SENDCo will review this plan every September, This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing up leaders and staff if targets need further work to get them complete.
- Reminding leaders and staff what they need to do this year.

They then put the updated plan onto our website.

The SENDCo uses the updated knowledge of this plan to help write the next year's SEND development plan. This plan and the SEND development plan don't have to match perfectly but they won't be 100% different either.

Asking People

We will ask about the plan in our annual survey of parents. Not every parent wants to read this plan.

So we will ask questions that still help us plan the next steps. For example we might ask:
If you had a magic wand and could make our SEND provision different, what would we be different?

We will also ask this question when getting children's views for SEND review meetings once a year.

This gives us lots of bits of information that help us know how we are doing and where we go next.

Our Governors

Our Governors agree that the head teacher can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governor will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But our staff will try our best to reach them – because they are things that matter to the lives of people, both young and old.

Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long-term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. In our plan, we just want to improve lives of children and adults with SEND regardless of views on whether someone has SEN or is disabled.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We think it's best to put both in the same place. We just call it a plan so it's clear that it's about what we will do.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Provide appropriate support for employees with disabilities so that they can be successful in their work.
- Make reasonable adjustments so that staff can fully access the workplace.