

# SNAITH PRIMARY SCHOOL



## Accessibility Plan

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| <b>Date plan was created/updated</b>                            | <b>Jan 22</b>   |
| <b>Approved by Governors</b>                                    |   |
| <b>This Plan will be reviewed<br/>(Unless required before.)</b> | <b>Jan 25</b>   |
| <b>Person responsible for the plan</b>                          | <b>Head Teacher<br/>Helen Calpin<br/>&amp;<br/>Governing Body</b> |

**SNAITH PRIMARY SCHOOL ACCESSIBILITY PLAN Jan 2022 – Jan 2025**

| <b>Targets</b>  | <b>Strategies</b>   | <b>Outcomes</b>   | <b>Timeframe</b>         | <b>Responsibility</b>          |
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| <b>CURRICULUM</b>   |   |   |                          |                                |
| To continue to train staff to enable them to meet the needs of children with a range of SEND and medical conditions.  | Staff training as required.   | Staff are able to enable all children to access the curriculum.                           | On-going.                | Reviewed by SENDCO             |
| To ensure that all children are able to access all out-of-school activities. eg clubs, trips, residential visits etc. | All risk assessments completed.<br>Pre-visit checks made.<br>Review of out of school provision to ensure compliance with legislation.<br>All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.                                | All children able to access all visits and out of school activities.                      | On-going.                | Educational Visits coordinator |
| To provide specialist equipment/resources to promote participation in learning by all pupils.                         | Assess the needs of the children in each class and provide equipment as needed. eg special pencil grips, headphones, writing slopes, foot stools etc.<br>School to work with the Sensory and Physical and Teaching Service to made modifications and adaptations as required. Eg. Hearing Loops | Children will develop independent learning skills.  | On going – as required   | Reviewed termly by SENCo.      |
| IT software – supports learning   | Software installed as required.<br>Support programmes Eg. Nessy/Reading Plus/RWI e-books etc.<br>Support Apps Eg. Snap Reader, Touch Type dance mat etc.  | Wider use of IT to support learning in classrooms.  | Ongoing and as required. | Computing subject lead         |
| IT Equipment  | Pen Readers (to support children to access text across the curriculum)<br>Computer equipment for supporting learning and homework in the home.<br>This will be through a loan agreement or links to local charity who offer support with purchasing equipment.                                  | Access of equipment for all children – to support learning beyond that within the school. | On going                 | Head teacher.                  |
| Ensure that the PE Curriculum is accessible for all through monitoring.   | Monitoring of individual needs as required.<br>Modified equipment purchased as required.  | Access for all  | On- going – as required  | PE subject leader              |

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| To meet the needs of individuals during statutory end of KS tests and assessment practices in school.  | Children will be assessed in accordance with regular classroom. Applications made where required for extra time, modified tests, such as Braille or enlarges print.   | Barriers to learning will be reduced or removed, enabling children to demonstrate their abilities.  | Annually.                                   | Head Teacher and class teachers.                           |
| Ensure all staff and Governors are updated and new staff and Governors made aware of the with the accessibility requirements of the plan and their responsibilities in ensuring compliance and fulfilment of the Equality Act. | Disseminate policies and plans. Staff meeting. Induction  |   |   | Head Teacher<br>Business Manager<br>Chair of Gov.          |
| <b>PHYSICAL ENVIRONMENT</b>  |   |   |   |  |
| The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors  | To create access plans for individual pupils with disability as part of the Educational Health Care Plans and Health Care Plans - when required.<br><br>Be aware of staff and governors and parents access needs and meet as appropriate.<br><br>Consider access needs during recruitment process.      | EHC plans in place for disabled pupils and all staff.<br><br>School aware of pupils needs and parents as appropriate.<br><br>Parents have full access to all school activities<br><br>All staff and governors feel confident their needs are met<br><br>Access issues do not influence recruitment and retention issues | Ongoing. As required.<br>Reviewed annually. | Head Teacher<br>Business Manager<br>Schools Admin Officer. |
| Ensure all pupils with a disability can be safely evacuated  | Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties<br>Ensure that all staff are aware of their responsibilities  | All disabled pupils and staff working alongside are safe in the event of a fire   | As required<br>Each Sept                    | Head Teacher<br>Business Manager                           |
| Ensure disabled parking bay is maintained and visual   | The line painting of the parking bays needs to be maintained.<br>Parents are encouraged to request special parking consideration as a need arises. This may include:<br>Permission to park on school site or<br>Arrangements to park in the school layby and children be escorted into and from school. | Parents and visitors can access the school  | On-going                                    | Caretaker<br>Admin. Officer                                |

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|  | Each of the above will be considered in view of the particular need and in light of the small size or potential dangers of the school car park. |  |           |   |
| To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | Audit of accessibility of school buildings and grounds by Governors. Eg Temporary metal ramps. Suggest actions and implement as budget allows.  | Modifications will be made to the school building to improve access.<br><br>New buildings will take account of all accessibility arrangements at the point of planning in association with the LA. | On-going. | Head Teacher<br>Health and Safety Governor. |

**EQUALITY INCLUSION – Including WRITTEN INFORMATION**

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| To continue to improve staff awareness, knowledge and confidence in meeting the needs of children with disability and medical issues. | Ensure Individual Termly Support plans and Health Care plans are maintained and updated.<br>Review staff training needs.<br>Provide training for members of the school community as appropriate.<br>SENDCO to provide support and modelling of best practice to staff as required and identified to best support children.  | Individual needs planned for and met.<br>Whole school community aware of issues as required and appropriate.  | Ongoing. | Head Teacher<br>SENDCO         |
| To ensure child with or children recovering from serious medical condition has minimal risk of contracting infections.                | Parents to be reminded of need to inform school about infections that might cause problems to others.<br>Parents reminded of the need to be compliant with the school's requests regarding children with allergies.<br>School send regular updates of the most relevant details for parents regarding pandemic or endemic situations in school to ensure children, staff, parents and visitors are able to remain safe.<br>Robust cleaning regimes are in place to ensure safeguarding of transmission. | Child continues to make good recovery.<br><br>School minimises risk of infection to others.   | Termly   | Head Teacher<br>Admin. Officer |
| To ensure that the school toilet facilities are available to all children or adults irrespective of Gender orientation.               | Staff and visitors' toilets are non-gender specific.<br>Throughout school toilets are non-gender specific with the exception of toilets in the Y5/6 end of school where there boys toilets with urinals and 2 cubicles and girls toilets with 3 cubicles.   | If Y5/6 children require non-gender specific toilets school will accommodate this by offering a cubicled toilet. This will be provide as required and on request on a case by case basis. | On going | Head Teacher                   |

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|  |  | New building of toilets will take account of non gender specific spaces.              |          |  |
| To provide information accessible to pupils and parents including:<br><br>in other languages<br><br>with hearing or visual impairment. | Access to LA translation service, sign language, interpreters to be considered and offered if possible/required.<br><br>Ensure that website is fully compliant with requirement for access by person with visual impairment. Ensure that the prospectus is available on the school website when updated.<br><br>Website to offer language translation if possible. | All can access information about the school.  | Ongoing  | Head Teacher<br>Admin. Officer<br>Website<br>Coordinator |
| Ensure all staff are aware of guidance on accessible formats   | Guidance to staff on dyslexia and accessible information.  | Staff produce information for children that is accessible and the office for parents. | On-going | SENDCO<br>IT coordinator<br>All Staff                    |