



Dallington Church of England Primary Punnetts Town Community Primary & Nursery

Listening Schools

Accessibility Policy & Accessibility Plan 2024-2026

Accessibility involves a wide range of disabilities, including visual, auditory, physical, speech, cognitive, language, learning, and neurological disabilities

Chair of Governors: Mrs. M Pell

Dallington Headteacher Mr. P Cox

Punnetts Town Headteacher, Mrs. C Kinsella

Inclusion Manager/SENDCo: Susan Conaway, Carol Dipple, Laura Fletcher

This **Accessibility Policy** was drawn up to comply with current legislation and requirements in Schedule 10, relating to Disability, and the Equality Act 2010

Governors are accountable for ensuring the implementation, review and reporting on the progress of the **Accessibility Plan** attached to this policy over a prescribed period of time

The Accessibility Plan will cover a three year period and will be updated annually. Update 2/11/2024

Woodlands Federation of schools commitment to:

- Listening to the views of all stakeholders
- Access and fairness
- Maintaining the school environment in ways that are enabling for all children; adapting the school environment to meet the needs of all children
- Building a high-quality classroom that includes learners of all abilities
- Talking about different abilities in the classroom
- Making learning content relevant to learners
- Providing multiple ways to learn and gain knowledge
- Identifying pupils with additional needs
- Setting ambitious outcomes for all pupils from their starting point
- Learning and lesson planning with inclusion in mind
- Making interactions accessible to all participants
- Ensuring physical access to school site
- Arranging learning spaces to maximize inclusion and comfort

To make experiences in our schools, *easier to see, hear, or use for anyone with a disability* and to:

1. Provide an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs
2. Increase the extent to which pupils with disabilities can participate in the curriculum
3. Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
4. Make all disabled pupils aware of your accessibility plan
5. Challenge negative attitudes about disability and accessibility and we are committed to developing a culture of awareness, tolerance and inclusion
6. Ensure the accessibility for all pupils, staff and visitors to the school is updated annually and modified as required to meet individual needs
7. Facilitate awareness raising and training for staff and governors in the matter of disability discrimination
8. Provide an accessible website.

The Accessibility Plan will contain relevant actions to:

- Improve access to the school including reasonable adjustments to the physical environment; physical aids and timetabling.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as others. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables and information about the school and school events (these are examples only and not an exhaustive list). The information should be made available in various preferred formats within a reasonable time frame. Regular parent and pupil voice to monitor perception of communication between school and families.
- The Action Plan for physical accessibility relates to the Access Audit of the school which is undertaken annually alongside the review of the Action Plan. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

This policy and the Accessibility Plan will be monitored through the Governing Board Leadership and Management Committee. The Accessibility Plan will be monitored by Ofsted as part of their inspection cycle.

Woodland Federation Accessibility Plan 2024 -2026

| Intention/Strategy to promote inclusion and improve physical access to the physical environment of the school | | | | | |
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| Focus | Action to be taken | Time Scale | Who? | Resources | Outcome |
| School site meets the needs of all pupils currently at the school | Access audit of the school – taking account of the physical needs of the children on roll | Annually | Senior Leadership Team (SLT) | 90 minutes meeting time | All children on school roll are able to access as much of the school site as possible |
| | Make all disabled pupils aware of our school accessibility plans | When an individual with physical needs or other disability plans to join the school | | Within budget | |
| Adaptation to | Pupil voice activities | | | | All children feel safe and well looked after in school |

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| <p>increase the extent to which pupils with a disability can be included</p> | <p>Strategic planning for the needs of children who are expected to join the school</p> <p>If there are children who cannot access parts of the school, short or longer term, modifications will be made for full inclusion</p> <p>Increase the extent to which pupils with disabilities can participate in the curriculum.</p> <p>Reasonable adjustment or modification includes all mobile classrooms and where possible outside learning facilities.</p> <p>School staff to work with outside agencies e.g. NHS to meet pupil needs and inclusion</p> <p>Maintain high standard in the disabled bathroom facility</p> | | <p>Governors Leadership & Management committee</p> <p>SLT</p> | <p>Contact and meeting time</p> <p>Within budget</p> | <p>All children feel listened to</p> |
| <p>Pupils with a disability can be safely evacuated from the school site</p> | <p>Purchase evacuation chair if required by any child with a disability</p> <p>Ensure that that there is an evacuation plan written for any disabled children on roll which is shared with the child and the family and staff</p> | <p>September every year or when a child with physical needs or other disability plans to join the school</p> | <p>Governors Leadership & Management committee</p> <p>SLT</p> | <p>Evacuation chair</p> <p>Contact and meeting time</p> | <p>All children on school roll can be safely and quickly evacuated from the school site in case of emergency</p> <p>All children feel listened to</p> |
| <p>Future building work complies with</p> | <p>Consider accessibility guidance in the light of any new building work</p> | <p>At the time of building work propositions</p> | <p>Governors Leadership & Management</p> | <p>Visits to sites to evaluate access where similar work</p> | <p>All new building work complies with accessibility guidance</p> |

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| accessibility guidance and inclusion commitment | | | committee SLT | has been completed Contact and meeting time | |
| Effective partnership with parents | Input from parent/carer of child with additional needs Parent representation in focus groups Record of parent/carer view Parent/carer questionnaire Parent/carer voice Pupil voice | As required 3 x annually 3 x Annually | SLT Staff Parent/carer | | Parents understand rational behind decisions and actions to support inclusion Parents feel listened to |
| Intention/Strategy to promote inclusion and improve curriculum access for pupils with a disability | | | | | |
| | Action to be taken | Time Scale | Who? | Resources | Achievement/Outcome |
| Children with disabilities or additional needs can be included in and fully access the curriculum | Training for staff in the identification of and teaching children with specific learning difficulties. | Ongoing | School staff Outside agencies | CPD budget INSET Staff release time | Children are successfully included in all aspects of school life |
| | Training for Awareness of Disability-achievement and challenges and requirements/needs, including work with for example: <i>Just Different</i> CLASS AMAZING ME Hearing and Visual Impairment Services, Continuing Care/Health | Ongoing | School staff Outside agencies Inclusion Adviser | CPD budget INSET ISEND units Inclusion Audit Tools | School community increased awareness of disability issues and challenges Inclusion at center of planning and provision All children feel listened to |

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| <p>All extra-curricular activities are planned to ensure they are accessible to all children</p> <p>Extra-curricular activities that reflect children interests</p> <p>Uptake is monitored and additional support for access is offered</p> | Ongoing | Teachers SLT | Within budget | Increased access to all school activities for all children |
| <p>Classrooms are optimally organised to promote the participation and independence of all pupils.</p> | | Teachers SLT | Within budget | Increased access to curriculum enrichment as well as National Curriculum for all children |
| <p>Ensure all children identified as SEND have appropriate and effective interventions according to need</p> <p>Interventions are identified on class provision maps and IEPs where appropriate</p> <p>For pupils on the SEND register (SEN support and any child with Education Health Care Plan) individual plans are formulated with parents</p> | Termly and as required based on <i>assessment, plan do review</i> cycle | SLT Teaching staff | Within budget | Children with additional needs meet their individual targets |
| <p>In consultation with parents/carers, refer children with disabilities to relevant services for example, Hearing and Visual Impairment Services, Continuing Care/Health</p> | As required to meet pupil need | Inc. Manager | Contact and meeting time | Children with additional needs are seen by relevant services and any suggestions are actioned ensuring full access to the curriculum for all |
| <p>Reference policy – <i>Supporting Children with Medical Conditions</i></p> | As required to meet pupil need | Inc. Manager | 60 mins 3x annually | Policy reflects practice |

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| Review all EHC Plans and detail in section on <i>health</i> , | As required to meet pupil need | Inc. Manager | 60 mins annually | Evidence of statutory provision |
| Liaison with health professionals, including trainers, to monitor quality of access and inclusion | As required to meet pupil need | Inc. Manager | Contact and meeting time | Quality assurance from health professionals |
| Meet with School Nurse Service to monitor quality of access to support inclusion | As required to meet pupil need | Inc. Manager | Contact and meeting time | Quality assurance from health professionals |
| SEND Governor monitoring visits 3 x annually Meeting with SEND governors re inclusion and quality of access | 3 x annually As required to meet pupil need | SEND Governor Equalities Governor Inc. Manager SEND Governor Equalities Governor Inc. Manager | Contact and meeting time | School meets statutory duty |
| Additional risk assessments | As required to meet pupil need | Inc. Manager | 60 mins annually | Full access Information forwarded to next school as part of transition |
| Personal emergency evacuation plan (PEEP) | As required to meet pupil need Additional Needs Plan for PEP template undated Sept 2022 | H& S Lead Inc. Manager | 60 mins annually | Full access. Information forwarded to next school as part of transition |
| Additional insurance through LA | As required to meet pupil need | Business Manager | 60 mins annually | Safeguarding for all pupils |
| Liaise with outside agencies such as HEALTH or SENSORY SERVICE to monitor | As required to meet pupil need | Inc. Manager | Contact and meeting time | Full access |

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| quality of access and advise on reasonable adjustments for inclusion | | | | |
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| Intention/Strategy to improve the delivery of written information and achieve good two way communication between school and home | | | |
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| Focus | Action to be taken | Time Scale | Outcome |
| Availability of written material in alternative formats to meet requirements of parents/carers | <ul style="list-style-type: none"> - The school will find out services available through ESCC for converting written information into alternative formats - Inclusion Steering Group formed July 2022 Staff, parent , governor representation - Review all current school publications and promote the availability in different formats for those that require it. | <p>Ongoing</p> <p>Meeting 3 x annually</p> | <p>School will be able to provide written information in different formats when required for individual purpose</p> <p>Inclusion Steering Group in place.</p> |
| <p>Communication between school and parents/carers Purpose:</p> <ul style="list-style-type: none"> - Improve access to communication for the school community and all stakeholders - Embed practices for consistently effective communications - Improve inclusive practice; improve outcomes for everybody - Improve outcomes for the current school community and plan strategically for the needs of future school | <ul style="list-style-type: none"> - Parent/carer questionnaire regarding effectiveness of communication - Monitor parent/carer response/feedback – those who do not respond - Parent/carer meetings/conferences - Parent/carer-teacher organisations - <i>Regular communication via study bugs, phone call, E-mail or school website.</i> - Inclusion Steering Group to look at communication between school and parents | <p>Term 6 annually</p> <p>2/3 x annually</p> | <p>School is more aware of the opinions of parents/carers and acts on this because opinion is surveyed and action taken appropriately</p> <p>Parents/carers feel valued for their contribution to the progress of their child/children and the school community</p> <p>Families feel listened to</p> |

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| communities - Support stakeholders to influence how we improve communication | | | |
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