



**SEETHING & MUNDHAM**  
**PRIMARY SCHOOL**

**Seething and Mundham Primary School**  
**School Accessibility Plan**

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<b>Review Body</b>	Local Governing Body
<b>Review frequency &amp; next review due</b>	As required

++ We are proud to offer access to the full curriculum for children who have a physical disability. The aims of this Accessibility Plan are to ensure that S&M continues to work towards increasing the accessibility of provision for all children, staff and visitors to the school.

1. The Accessibility Plan contains relevant actions to:

- Increase access to the curriculum for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are as equally prepared for life as are the able-bodied children. 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 these children in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of written information to children, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

## **Legislation and guidance**

2. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

3. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. Schools are required to make 'reasonable adjustments' for children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled pupils.

## **Accessibility Plan 2019-22**

S&M is committed to providing an accessible environment which values and includes all children, staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

4. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. To help draw-up an accessibility plan, an audit of the accessibility of the main school building was carried out. This helped to identify and prioritise access issues around the physical environment. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll

forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

5. The School's complaints procedure covers the Accessibility Plan.

6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Ensure access to the curriculum for pupils with a disability</b>	<p>Our school offers an inclusive curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>All staff are continually trained to employ quality first teaching strategies in the first instance in response to individual needs.</p>	<p>The curriculum will be continually adapted in response to changing needs as informed by the school SENDCo.</p>	<p>SENDCo and Class Teachers</p>	<p>Ongoing</p>	<p>Pupils with a disability make expected or better progress.</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>All staff have the relevant training from outside agencies where appropriate to support the specific needs of some of our most vulnerable pupils.</p>	<p>Plan and deliver bespoke training opportunities with outside agencies when the need arises.</p>	<p>SENDCo and Class Teachers</p>	<p>Ongoing</p>	<p>Staff are confident in using suggested strategies, pupils benefit from an adapted and differentiated curriculum appropriate to their needs.</p>
		<p>PE curriculum further adapted to suit the needs of all learners. This should include accessibility of</p>	<p>Alternative and adapted equipment to be purchased if necessary.</p>	<p>SENDCo, Trust SENDCo and PE Subject Leader</p>	<p>Ongoing</p>	<p>All pupils have the opportunity to access appropriate PE activities.</p>

		equipment and activity.				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. We will take appropriate advice from external professionals and seek to make reasonable need based adjustments.</p> <p>We also have:</p> <ul style="list-style-type: none"> <li>• Accessible parking bays</li> <li>• Accessibility toilets</li> </ul>	Pupils with specific needs have the appropriate equipment and furniture in place to allow them access to their lessons.	Appropriate external advice taken.	SENDCo, Trust SENDCo	Ongoing Plus by Sept 2019	Pupils will have full access to the physical school environment. They will not be limited in choice they have for activities.
		Teachers ensure that appropriate seating plans are in place to support pupils with a disability in their access to each room, where appropriate	Staff are continually informed of all pupils with a disability and the difficulties they may face with access within certain rooms.	Class teachers and TA's Caretaker	Ongoing	All identified pupils are seated appropriately in rooms to ensure maximum access within each room.
		To ensure that all buildings and rooms allow independent access for all.	Ensure total compliance with building and DDA regulations.	SET H&S Officer Caretaker	Ongoing	All pupils are able to independently access all areas of the school.
Improve the delivery of information to	Our school will use a range of communication methods	All pupils will have a personal profile plan if	Meet with parents (& pupils) to ensure that	SENDCo and class teacher	Ongoing	Staff will be fully equipped with the right strategies to

pupils with a disability	to ensure information is accessible.	appropriate that should be used to help them to make the progress.	needs are clear, communication and strategies methods are in place.	plus 1:1 TA were relevant		support pupils with disabilities

## Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

## Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Management Policy
- Health and Safety Policy
- Equality information and objectives (Public Sector Equality Duty) statement for publication
- Special Educational Needs and/or Disability Policy

## Accessibility Audit

### Curriculum Access

Issue	Green	Amber	Red	Comments
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?				Via SENDCo, SET SEN lead,
Do all staff seek to remove barriers to learning and participation?				
Is teaching and learning appropriately differentiated to meet individual needs so that children make good progress				Pupil profiles used as appropriate
Are all children encouraged to take part in music, drama, physical activities				Wideranging opportunities
Do staff provide alternative ways of providing access to experiences?				
Do all staff recognise, understand and allow for additional planning for children with specific needs.				And involve 1:1 TA's knowledge of child.
Are all staff encouraged to recognise and allow for additional time required by some and for the use of equipment in practical sessions?				
Do you provide access to technology where relevant?				
Do you provide staff with training so that they are familiar with technology to assist pupils?				
Are school visits made accessible to all children irrespective of need?				Individual RA's put in place where req'd and additional staff deployed

## Physical Access

Issue	Green	Amber	Red	Comments
Is furniture and equipment selected, adjusted and located appropriately?				
Do you have evacuation plans for specific pupils?				Not currently needed
Do furniture layouts allow easy movement for pupils with disabilities?				Adapted as req'd
Are quiet rooms/calming rooms available?				
Are car park spaces reserved for disabled people near the main entrance?				
Is it possible for wheelchair users to get through the main door unaided?				
Is there access to a wheelchair accessible toilet?				
Is it possible for a wheelchair user to use all the fire exits from areas which they have access?				Yes, main door would need release

Issue	Green	Amber	Red	Comments
Do you have arrangements to provide information in simple language, symbols, large print, on audiotape, in Braille?				Would be made available if req'd
Do you have the facilities such as ICT to produce written information in different formats?				No – Trust would support
Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all?				Information could be adapted if req'd.