

**Accessibility Plan**

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| **Plan adopted:** | **Spring 2024** |
| **Date for next review:** | **Spring 2025** |
| **Signed – Chair of Governors:** |  |
| **Date:** | **13/2/2024** |

**SKETCHLEY HILL PRIMARY SCHOOL ACCESSIBILITY PLAN:**

**CONTEXT**

This document sets out the provision, aims and plans for the development of accessibility at Sketchley Hill Primary School for children and adults with a variety of disabilities.

**AIMS**

At Sketchley Hill Primary School, we aim:

* to provide a happy, caring and stimulating environment in which all our pupils are motivated to work hard in order to reach their full potential through a challenging curriculum
* to help all pupils develop lively, enquiring minds, equipping them with the ability to reason and question
* to help all pupils acquire knowledge and skills needed in a fast changing world giving special attention to literacy, mathematical and scientific ability and computing skills
* to encourage care and respect for other people, their faiths and traditions
* promoting and supporting the social, emotional and mental wellbeing of all children and staff

Our aims will be achieved by providing:

* a happy, nurturing and positive learning environment where all children can reach their potential
* a community that embraces diversity
* a broad balanced and creative curriculum, catering for all needs
* personal learning experiences and extra-curricular activities
* challenges for all children in a safe, caring environment
* positive role models who have high expectations of themselves and the children
* opportunities for effective partnerships between home, school and the community
* an environment that celebrates personal achievements

In addition to this, we are committed to:

* improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils, staff and visitors are able to take advantage of education and associated activities provided by our school
* increasing the extent to which disabled pupils can participate in our school curriculum
* improving the delivery to disabled pupils, parents and staff of information which is already available to those not disabled

**SCHOOL BUILDING AND SITE:**

Sketchley Hill Primary School is comprised of the following buildings and amenities – to ensure that pupils with disabilities are not treated less favourably than other pupils:

* main school building is single storey, semi open plan and year group divided
* electronic main entrance to school
* one main access corridor running around the main building
* multiple emergency exits, emergency exit signage and lighting and ramp egress where required
* two halls – large hall and small hall
* mobile unit for Year 6 with ramp access and disabled toilet
* year 2 standalone single storey building with disabled toilet
* two storey standalone building for Year 3 and 4 with disabled toilets and a disabled lift
* level access to the library, ICT suite, school office, halls and First Aid room
* emergency first aid lockers/kits in every year group
* wide doorways
* finger guards on all doors
* all classrooms have ICT equipment
* dedicated computer suite
* easily accessed library
* food technology room
* all classrooms are carpeted
* tarmacked playground areas
* playing field
* trim trail with safety surface
* FS play area, including artificial grass surface
* disabled parking bays at main entrance to school and on car park
* storage for bicycles and scooters (staff and children)
* all playgrounds are accessible by wheelchair users
* CCTV around exterior of school building – allowing easy identification of anyone in need of additional help
* security lighting around building to ensure pathways are always visible
* 6’ palisade fencing around the school perimeter
* waiting canopies for parents/carers
* ‘Ocean Room’ with disabled toilet, shower facilities and changing bed

**COMMUNICATION:**

Sketchley Hill is proud of its caring and compassionate ethos and will endeavour to keep all parents/carers informed of events taking place within school.

* emergency contact details for all pupils are held securely within the school office
* office staff will assist with emergency messages between pupils and their carers
* pupil records regarding individual medical needs are held confidentially in the school office
* 999 Emergency List details are kept for pupils with extreme conditions
* email addresses for all families are held by the office
* interactive website available for all school users
* newsletters to provide overview of school events
* individual letters/forms sent out to families/year groups/pupils as appropriate
* email messages and reminders as necessary
* emergency text messages when essential
* exterior message boards around school site

**ADDITIONAL PROVISION:**

Where a pupil, parent or staff member with additional identified needs further access to our school, additional appropriate provision has been put in place and includes:

* access to multi-access toilet
* specialised furniture in the classroom may be purchased or hired
* appropriate ICT equipment would be investigated if needed
* emailed and written communications font size could be increased
* disabled car parking spaces
* drop off and collection arrangements would be modified for authorised individual cases as appropriate
* variation on start and end times as appropriate may be possible

**ACCESSIBILITY TARGETS**

Updated May 2023

Updated January 2024

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| **SHORT TERM TARGET** | **STRATEGIES** | **OUTCOME** | **TIMESCALE** | **Update** |
| Identify families (via class teacher, SENDCO, outside agencies) in need of personalised support and ensure communication between school and home is supportive and adequate for purpose | * Identify external agencies to provide support when needed * Regular staff training on SEND | School procedure in place for accessing support when needed | Ongoing | Support available quickly and efficiently when required  Two families currently being supported and working closely alongside external agencies.  Several families continue to receive personalised support to different degrees |
| Provide 1:1 support for pupils with temporary and/or permanent disability and/or serious ongoing medical conditions | * Assess injury/disability with parent/carer via risk assessment process * Provide trained LSA/lunchtime support as necessary * Support, emergency plans and medical provisions available when needed * Seek LA advice and protocols to ensure effective support is in place | Pupil is supported throughout their temporary disability  Provision is in place for long term medical conditions | Ongoing | All pupils, regardless of disability or medical condition feel safe and protected.  Children with permanent disabilities are reviewed regularly. Pupils with temporary disability are risk assessed for access, provided support, including equipment. |
| Continuous revision of school evacuation and in-vacuation procedures to ensure all pupils/staff are considered in the event of an emergency | * Evacuation and in-vacuation procedures to be reviewed to include procedures for pupils, visitors and staff with disabilities * Training for all staff in evacuation and in-vacuation procedures for pupils, visitors and staff with disabilities | School evacuation procedures revised and implemented as appropriate  Induction training provided for all new staff, teaching, support and associated staff | Annual in Autumn term | School evacuation and in-vacuation plan in place and used  All staff are aware of their duties in an emergency situation  Breaktime in-vacuation has taken place. Lunchtime in-vacuation to take place between 5th and 16th June.  Break and lunchtime in-vacuations take place throughout the academic year. Procedures are reviewed following drills. |
| Ensure all new classrooms proposed under the new reconfiguration plans are designed for pupils who require additional access arrangements | * Ensure access to multi-access toilet is available * specialised furniture in the classroom may be purchased or hired if required * Internal and external access/egress are wheelchair friendly | Learning environment is adapted appropriately for pupils with additional access arrangements.  Health and Safety considerations are met. | Autumn 2023 | Staff and pupils are not impeded by access/egress constraints, with all modifications conforming to Health and Safety requirements.  Plans for reconfiguration have been agreed with ongoing discussion with Premises Officer and class teachers.  Classrooms have been reconfigured and accommodate pupils who require additional access arrangements. |

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| **LONG TERM TARGET** | **STRATEGIES** | **OUTCOME** | **TIMESCALE** | **Update** |
| Improve quality of ICT equipment to support users with disabilities | * Purchase appropriate hardware and/or software to support lessons | Equipment purchased and being used when needed | Ongoing | Equipment distributed and being used to its full potential, pupil learning opportunities improved.  Initial tranche of funding has been allocated to replacing computer equipment for staff and pupils.  All classroom computers have been updated. Current proposal to remove computers in IT suite and replace with leased I-pads.  Specific pupils are provided with IT equipment appropriate to the needs. |
| Continue to raise awareness of disabilities/SEND with staff | * Planned INSET opportunities for staff to continue * Staff given opportunities to attend courses on various aspects of SEND * Improve the facilities & physical areas available for SEND support * Seek links with sepcialsist schools such as Forest Way and Ashmount | INSET taking place  Courses being attended | Ongoing | Training impacts on  classroom / school practice  Pupils feel better supported  Whole-school Autism Awareness training has taken place.  Whole-school SALT and OT training currently being delivered. |
| Continue to raise awareness of disabilities/SEND with pupils | * Planned assembly opportunities identified in Grand Plan to raise awareness of disabilities and conditions * Whole school theme days to raise awareness of disabilities e.g. Downs Syndrome, Diabetes | Raise awareness of disabilities children encounter in school and beyond | Ongoing | Pupils demonstrate greater understanding of disabilities and how they can affect people’s lives.  Overcome stereotypes related to people’s disabilities.  10 pupils with SEND have been chosen for the Parallel Area Sports competition.  Staff continue to explore opportunities for inclusion and promote awareness of pupils with additional needs.  Pupils are well represented in clubs and other after-school activities. |