



## Accessibility Plan

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**Sutton Park Primary School  
Accessibility Plan**

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# **1. STARTING POINTS**

## **Introduction**

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995(DDA) to cover education. Since September 2002, the Governing Board has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Trust Board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

## **1A The purpose and direction of the school's plan: vision and values**

We aim to value the individuality of all of our children. We are committed to giving each child at our schools every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We will ensure that every child is treated as a special, unique individual who has the potential to shine. We will work together to make sure children feel safe, secure, cared for and appreciated for being themselves.

In working towards this, we aim to:

- provide a structured, caring, learning environment, using those experiences which children bring to school
- form positive partnerships between home, school and community
- prepare children for living in a multicultural society and build upon the strengths of cultural diversity
- provide equal access to a curriculum which promotes pupils' spiritual, moral, social and cultural development
- to deliver a curriculum which aims to provide opportunities for all pupils to learn and to achieve
- prepare children for their future role in society developing their knowledge, skills and attitudes

## **1B Information from pupil data and school audit**

Sutton Park Primary School is a 2 form entry primary school, catering for 325 pupils, aged 3 to 11. Around 29% of the children have been identified as having Special Educational Needs or a Disability. All staff have experience of working with children with Special Educational Needs and a range of continuing professional development opportunities are made available to further develop expertise. The school has an Inclusion and Pastoral Team who receive regular specialist training in order to fully meet the needs of children with disabilities.

## **1C Views of those consulted during the development of the plan**

Sutton Park Primary School actively uses consultation and a working party approach, with an ongoing cycle of consultation for all stakeholders. Specific groups are asked about issues which are pertinent to them. This plan has been written in consultation with parents, staff and external agencies working with the school and pupils.

# **2. THE MAIN PRIORITIES IN THE SCHOOL PLAN**

2A curriculum

2B environment

2C information

See full plan after Section 3B

# **3. MAKING IT HAPPEN**

## **3A Management, co-ordination and implementation**

The School's Accessibility Plan will be presented to the Academy Committee for approval. It is a three year plan that will be reviewed annually by the Senior Leadership Team.

Progress will be reviewed by considering the following questions:

- Have we done what we said we would?

- Has it had any impact?

This will be reviewed by the Trust Board and the plan will be revised as necessary during its lifetime.

The lead responsibility for the implementation of the plan will be the Head of School, Deputy Head and members of the Senior Leadership Team although other individuals may have responsibilities, as outlined in the plan. Details of the resources (financial and human) required to successfully carry out the actions are detailed in the plan, along with timescales.

### **3B Making the plan available**

The School's Accessibility Plan will be available on the website.

Hard copies of the Plan are available on request from the school office.

This Plan describes how the school is meeting these statutory duties and is in line with national guidance. It includes information about how the school is complying with the Public Sector Equality Duty and also provides guidance to staff and outside visitors about our approach to promoting equality.

## **Accessibility Action Plan**

### **2A Increasing the extent to which disabled pupils can participate in the school curriculum**

<b>Proposal/Issue to be addressed</b>	<b>Action</b>	<b>Who will be responsible for implementing the action</b>	<b>Start date</b>	<b>Proposed completion date</b>	<b>Impact</b>	<b>Monitoring</b>
Ensure staff are confident in effectively supporting children with a range of Special Educational Needs	Identify training needs and gaps for staff. Plan programme of quality PLD for staff.	Lead Practitioner for Inclusion PACT Inclusion Team	September 2021	Review July 22 initially	Staff will have a range of skills and strategies for supporting children with SEND. Children are effectively supported through the use of a range of strategies.	HoS DHT
Ensure that all new staff have the necessary training and support to enable them to support children with Special Educational Needs and Disabilities so they are fully involved in school life.	ECT training programme. Training offered termly through PLD offer.  In class support for individual staff on request.	Lead Practitioner for SEND & Inclusion PACT Inclusion Team	January 22	Ongoing each year	95% of new staff will demonstrate an increased level of confidence in meeting the needs of children with SEND through staff questionnaires.	Monitored informally every half term by SLT. Reviewed termly by HoS.
Teachers and T.A.s aware of a range of strategies they can use to support the full range of SEND within their class.	Training sessions to share strategies for the five main areas of need within SEND.  Share PACT provision matrix.	Lead Practitioner for SEND AHT's	Sept 21 Sept 22 Sept 23	July 22 July 23 Jan 24	100% of staff will understand the needs of the children on their SEND register and will have a bank of strategies that they can use to support them.  Throughout the	Monitored by SLT

	<p>Lead Practitioner for Inclusion to support staff within year group meetings.</p> <p>Access to training via PLD offer each term.</p> <p>Fortnightly learning walks.</p> <p>Develop one page profiles for each child on the SEN register.</p>				year, 90% of strategies suggested by outside agencies will be put in place for a sustained period of time.	
Conduct regular accessibility audits for the curriculum.	Plan to conduct an accessibility walk to look at curriculum access.	Lead Practitioner for Inclusion & SEND DHT	Oct 21	Termly from Oct 21	There will be a clear picture of how accessible the curriculum is and where improvements are needed. Improvements will be included in the action plan or future versions of the Accessibility Plan.	DHT
Develop the consistent use of visual timetables across school.	Audit the current use of visual timetables in school. Share research into the use of visual timetables and provide training. Provide resources for staff to use in their visual timetables.	Lead Practitioner for Inclusion & SEND	Summer term 2022	Resources distributed by Jul 22  Learning walk to check implementation Sept 22  Check through half termly learning walks during year.	An appropriate visual timetable will be in place in every classroom. They will be used consistently and effectively.	SLT
All staff aware of the needs of children with complex SEND within their class and how best to support them.	In the summer term, new class teacher to attend a person centred transition meeting for children with complex needs who	Lead Practitioner for SEND and Inclusion  SLT	July 2022	Ongoing each year	95% of teachers and TA's will have a clear understanding of the needs of children with complex SEND in their class.	Monitored by SLT.

	<p>will be in their new class, alongside parents, current class teacher, outside agencies and pupil.</p> <p>Lead Practitioner for Inclusion &amp; SEND to meet with each class teacher and year group to talk about the needs of children with complex needs coming into their new class.</p> <p>Handover meeting with current class teacher to share one page profile and strategies.</p> <p>Opportunity for new class teacher to meet with external agencies who are frequently involved with the child.</p>				
Develop inclusive classroom checklist to support staff in ensuring they are doing everything they can to meet the needs of children with SEND.	<p>Develop inclusive classroom checklist.</p> <p>Share with all staff.</p> <p>Include in requirements for environmental monitoring</p>	Lead Practitioner for SEND & Inclusion	June 2022	<p>Sept 2022</p> <p>Ongoing each year.</p>	<p>The school will have an agreed Inclusive classroom checklist that is shared with all staff.</p> <p>85% of classrooms will be meeting the requirements of the Inclusive classrooms checklist</p>
Maintain full and complete records for new pupils & parents with disabilities and SEN.	Collect information from parents. Collate information and consider reasonable	Head of School DHT A Shotter Lead Practitioner for Inclusion &	Sept 2021	<p>Update data checking sheets every term at parents evening.</p> <p>Annual data</p>	<p>Reasonable adjustments will have been considered for all new children and parents with disabilities.</p> <p>DHT</p>

	adjustments that need to be made.	SEND K Jackman		collection from parents.	Information will have been saved to Edukey.	
For all children on the SEND register to have a One Page Profile to ensure their needs are fully met	Staff to be given PLD support each term to create these profiles.	Lead Practitioner for SEND & Inclusion SLT	July 2021	September 2021 Ongoing every term	All children will have a high quality, effective one page profile that highlights the key strategies to support their needs.	SLT
To offer specialist provision for children with complex SEND in an inclusive environment.	Further develop nurture group provision with integration into mainstream lessons and activities as appropriate.	Lead Practitioner for SEND & Inclusion DHT	September 2021	Ongoing	All children who meet the thresholds for nurture group provision will be supported in this way.	SLT

## 2B Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Conduct an accessibility audit of the site twice a year.	Schedule an accessibility audit with site staff.	Site staff Kevin Jackman	Sept 2021	Autumn Term & Summer term throughout the plan	A clear picture of the actions required to improve the physical access of the environment will be in place.	A Shotter
Review accessible toilet facilities	Work with site staff to check that the accessible toilet facility is fit for purpose and in good working order.	Site staff Lead Practitioner for Inclusion and SEND	September 2021	December 2021	Accessible toilet facility will be in good working order for anyone who needs it.	DHT
Ensure toilet facilities for child in Y5 are suitable for her needs.	Make changes recommended by PDSS team.  Create a management plan to reflect the child's needs.  Plan for year 2	Lead Practitioner for Inclusion and SEND.  Site staff	Oct 2021	Dec 2021	Y5 toilet facilities will be suitable for child to access and become independent with.	Kevin Jackman DHT

	needs.					
Ensure the Nurture group environment is suitable for the needs of the children.	Identify a suitable space and begin to develop. Work with EP to ensure it meets needs.	HoS DHT Lead Practitioner for Inclusion and SEND	April 21-July 21 Identify space September 21 Begin to develop	Ongoing development	The environment for nurture group will be appropriate and accessible. Children will be able to identify what they like about it.	HoS

## 2C Improving the delivery of information that is provided to all stakeholders

Proposal/Issue to be addressed	Action	Who will be responsible for implementing the action	Start date	Proposed completion date	Impact	Monitoring
Provide personalised learning resources for children with additional needs.	Work with each year group to look at the range of SEN needs across the year group. Then identify specific resources that could be used to support individuals or groups of children.	Lead Practitioner for Inclusion and SEND	Sept 22	Sept 2023	85% of children with SEN will have some personalised learning resources available to them within their year group.	SLT
Develop induction pack for new pupils to ensure it is accessible and includes pictures, visual cues and dual language labels for key information such as school uniform.	Lead Practitioner for Inclusion & SLT to work with admin team to adapt existing induction pack.	Lead Practitioner for Inclusion and SEND SLT Admin Team	Sept 2023	In place by July 2024	85% of families joining the school will have their understanding supported through visual resources or dual language resources.	Head of School
Develop the use of email as a method of communication with parents.	SLT to send as many letters and messages to parents via email as possible. Lead Practitioner to ensure all EHCP, SSPP and annual review paperwork is shared securely via	SLT Lead Practitioner for Inclusion and SEND DHT for Inclusion	Sept 21	Use of email Dec 21 EHCP, SSPP, annual review paperwork by April 22 Edukey by Sep 22	100% of families will have an email contact on the school system. 90% of communication will be made via email. 100% of EHCP, SSPP, annual review paperwork will be shared via email.	Head of School

	email with outside agencies and parents. Investigate the use of parental access through Edukey to share SEN review paperwork					
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