



# SMARDEN PRIMARY SCHOOL

*'Ambition, Respect, Kindness'*

## Accessibility Plan 2022-2025

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# **Smarden School Accessibility Plan 2022 – 2025**

## **Introduction**

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

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

This plan sets out the proposals of the Governing Body of Smarden Primary 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. At the end of this document is our action plan which covers both Accessibility and Equality, and details how the school will address the priorities identified in this plan.

## **Context**

Smarden Primary is a rural primary school with a close-knit family atmosphere set in beautiful countryside. We offer an exciting and innovative curriculum with an emphasis on outdoor learning. We are proud of our well-behaved and polite children with their very positive attitudes to learning and their school community. We actively promote and display our core values: Respect, Enjoyment, Friendship, Leadership, Endeavour, Cooperation and Trust. Our British Values run throughout everything we do.

Smarden School is committed to offering an inclusive curriculum to ensure the best possible progress for all our students whatever their needs or abilities. Not all students with disabilities have special educational needs and not all students with SEN meet the definition for disability. This Accessibility and Equality Plan covers all these students. Our aim is that pupils and parents feel that Smarden school is an approachable supportive and accessible institution. Our pursuit is to continually challenge discrimination and harassment.

The Accessibility Plan shares objectives with the Smarden School Equality Statement and Smarden School Special Educational Needs Policy and should be read in conjunction with these two documents.

This Accessibility Plan exists to ensure that we fulfil our ethos that all pupils are able to fulfil their potential, not only in lessons, but in an extensive range of activities outside of the school day.

We aim to:

- Identify students with special educational needs and disabilities and ensure that their needs are met.
- Ensure that students with special educational needs and disabilities are able to join in with all the activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure that parents are informed of both their child's special needs and progress and that there is effective communication between parents and school.

The specific areas covered by the accessibility plan that need to be included are:

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

Governors should identify action in the school access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These may include:

- Consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.

- Deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation.
- Consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success.
- Description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- Consideration of the school response to pupils through the application of the SEN Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored.
- Consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc, has been identified and supported.
- Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.
- Ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education.
- Enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.
- Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

The Governing body will want to consider and record reflection upon all areas of the **physical environment** such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the school building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.

- Improvements of storage implications for wheelchairs and other mobility devices.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the County Council, and details on schools' funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

### **Access to information**

Schools are expected to increase access to information to those with disabilities. The Governors may wish to decide how this is to be achieved by:

- Informing readers that school published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.
- Identifying how they have considered the readability of information including that provided by the school website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

### **Monitoring the success of the plan:**

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of school buildings
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's ability to promote access to educational opportunities for pupils with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school.

- Recorded evidence that fewer pupils are being excluded from school opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

PLEASE SEE THE ACCESSIBILITY AND EQUALITY ACTION PLAN.

## 2022-2025 Smarden School Accessibility Plan

	Year 1 Actions 2019	Impact	Deadline	Lead Officer	Indicator of achievement	Year 2 and 3 Actions
Aims:	a) increasing the extent to which disabled pupils can participate in the school curriculum; b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services; c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.					
<b>ACCESSIBILITY TO LEARNING (see also Equality Objectives)</b> <b>a) increasing the extent to which disabled pupils can participate in the school curriculum;</b>						
	Continue to ensure equality of access for all pupils and prepare them for life in a diverse society.	Smarden School is a fully inclusive educational environment in which the celebration of diversity features significantly.	Ongoing. Reviewed annually.	Inclusion Manager	Pupils feel included in all activities and play an active part in school life. Differences are celebrated.	Efforts to consolidate the fundamental skills appropriated in year 1.
	Use contextual data to improve the ways in which we provide support to individuals and groups of pupils.	All pupils are making good progress from their starting points. Progress of vulnerable groups is equal to the rest of the pupils.	Ongoing. Review annually.	Inclusion Manager	All pupils make good progress.	Maintain support for individuals and groups of pupils through the use of contextual data, enhancing previous improvements

						regarding said support network.
	Monitor achievement data by ethnicity, gender and disability and action any gaps.	All ethnic groups, those with disabilities and both girls and boys make similar progress.	Ongoing. Reviewed annually.	Inclusion Manager	Progress data shows equality by ethnicity, gender and children with SEN.	Continue to close the gap for vulnerable children.
	Take account of the achievement of all pupils when planning for future learning and setting challenging targets	All pupils make good progress and are challenged by their targets.	Ongoing. Reviewed annually.	Inclusion Manager. Class teachers.	Teachers have high expectations for all pupils.	Continue to raise standards of education for all vulnerable groups.
	Continue to identify staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc.	Staff feel empowered to teach all vulnerable children. Pupils make good progress.	Ongoing. Reviewed annually.	Inclusion Manager. Deputy Headteacher.	Pupil voice surveys Data on pupil achievement and progress.	Consider achieving quality mark for dyslexia or autistic friendly school.
	Identifying pupil peer support mechanisms and the ways that the school has ensured pupils have a voice in decisions that affect them.	Pupil voice is central to school life and informs policy and practice.	Ongoing. Reviewed annually.	Inclusion Manager Governors Headteacher	Pupil voice is central to planning and intervention for all pupils.	Pupil voice continues to be strengthened.
	Action is taken to ensure that disabled members of the school community are seen in a positive light. This will be achieved through promoting disability and	Disability and difference is valued throughout the school. Disabled visitors have been invited into the	Ongoing. Reviewed annually.	Inclusion manager. Sports Lead. Literacy Team.	Pupils know more about different disabilities and show greater understanding and tolerance.	To be continued.



	providing positive role models of adults with disabilities to encourage success and achievement.	school to talk to the children.				
	Continue to seek to involve all parents in supporting their child's education.	All parents see themselves as partners in their child's education and support children's learning.	Ongoing. Reviewed annually.	Inclusion manager Governors SLT Parents PTA	All parents work in partnership with the school to bring better outcomes for pupils. This includes traveller parents.	Continue to engage traveller parents to improve attendance and future aspiration.
	Enhance the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the school's ability to include those with disabilities.	The school achieves accreditation as a 'Dyslexic Friendly School'.	July 2023	Inclusion manager SLT Teachers and Teaching Assistants.	Smarden School achieves accreditation from British Dyslexia Association.	Share good practice with other schools and ensure that training and expertise is retained and renewed.
	Consider how liaison, increased communication and relationships with external agencies support and enhance pupils' access to the curriculum and how this is monitored.	Advice and support from external agencies supports pupils well to make progress.	Ongoing. Review annually.	Inclusion Manager	External agencies support pupils at Smarden effectively.	Continue to target improvements.
	Consider how classroom/group organisation has been targeted to ensure that all pupils achieve increased levels of school success.	All pupils make good progress.	Ongoing. Review annually.	Teachers Inclusion manager to advise and monitor.	All pupils thrive because the environment is suited to their needs.	Continue to strive for inclusion and excellence for all.
	Use specific strategies such as flexible or shared	The attendance of vulnerable groups	Ongoing. Review annually.	Teachers Teaching assistants	Attendance for all groups is high.	Continue to diversify

	timetabling, nurture groups, counselling provision, access to therapy, to enhance attendance and participation.	improves. All pupils participate in a range of activities.		Club leaders Governors	All pupils from vulnerable groups participate in a range of school clubs and extra curricula activities.	opportunities for all.
	Continue to increase participation in activities such as after-school clubs, leisure and cultural activities, as well as out-of school visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges or travellers.	All pupils are able to enjoy a wide range of activities and opportunities.	Ongoing and reviewed annually.	Inclusion Manager Club leaders Teachers Teaching assistants.	All children participate in a range of clubs and activities.	Continue to diversify opportunities for all.
	Identify how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.	Personalised learning ensures that all pupils make progress from their starting points.	Ongoing and reviewed annually.	Inclusion Manager Teachers SLT Governors	All pupils make progress from their starting points.	Continue to develop assisted technology to ensure that pupils are supported.
<b>THE PHYSICAL ENVIRONMENT</b>						
<b>b) improving the environment of the school to increase the extent to which disabled staff, parents, visitors and pupils can take advantage of education and associated services;</b>						
	Ensure that all building maintenance and new projects comply with the DDA.	More areas of the school comply with the DDA.	Ongoing and reviewed annually.	School Business Manager.	The school develops more areas that are accessible to all pupils including those in wheelchairs.	Ensure that staff areas are accessible by all staff and meet their mental and physical needs.

	Continue to expand the areas of the school that are accessible for disabled pupils.	More areas of the school comply with the DDA. Front and entrances are not currently wheelchair friendly, making it difficult for wheelchair users to safely navigate into school.	Ongoing and reviewed annually.	School Business Manager.	The school develops more areas that are accessible to all pupils including those in wheelchairs.	Consider old parts of building and potential new classroom in upper levels.
	Upgrade classrooms to ensure lighting and colour schemes compliant.	Some areas of the school need repainting. Displays need to be soft colour schemes to avoid over-sensitising children, especially those on the ASC spectrum.	Ongoing and reviewed annually.	School Business Manager.	Environment for learning continues to be improved.	Consider whether lighting on IWB and other displays meets the requirements of the BDA accreditation.
	Gather and record information relating to disabled people (pupils, parents, staff and carers.)	Staff are aware of potential visitors or other stakeholders who may require adaptations	To be completed annually or collected by office upon entry to school in Reception.	School office Manager	All stakeholders have equal access to the school buildings and are included in events.	Form working party with a range of interested stakeholders to complete next review.
	Seek parent feedback from surveys on the accessibility of the school to parents and visitors.	Greater knowledge of accessibility difficulties and improvements needed.	Annually	Governors	Improved communication on accessibility.	Use to inform future planning.
	Review how quickly all pupils can evacuate the building safely in an	Fire escape plan to be reviewed and updated considering any	Annually	Fire wardens SLT	All stakeholders are safe at Smarden.	Fine tune fire evacuation plan to account for

	emergency, including disabled visitors.	disability as required and at least annually.				disabled visitors if necessary.
	Audit of accessibility of school buildings and grounds by Governors and WP. Suggest actions and implement as budget allows.	Improved accessibility planning.	To be completed by June 2022.	School Business Manager Inclusion Manager Governor Parent Staff working party	Improved accessibility planning	Repeat every 3 years.
<b>ACCESS TO INFORMATION</b>						
<b>c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.</b>						
	Ensure equal access to information for parents, regardless of disability or internet access. Monitor written information from school (including reports) to ensure accessibility to a wide range of diverse needs and abilities including traveller community.	All parents feel equally informed and included.	July 2022	Inclusion Manager Office Manager Business manager	Parent surveys	Consider literacy and numeracy teaching sessions for parents.
	Consider how to increase information accessibility for those who have English as an additional language or other communication impairments, at school meetings etc.	All parents feel equally informed and included.	July 2022	Inclusion Manager Office Manager Business manager	Parent surveys	Consider reports to be translated or using interpreters at parents' evening if necessary. Continue to promote British values and celebrate diversity

						e.g. through language events.
GENERAL						
	To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings. Clerk to Governors to add to list for FGB meetings	Improved Accessibility planning.	July 2022	Governors Inclusion Manager	FGB meeting minutes	Working party to be set up as above.