

Accessibility Plan 2022-2025

Introduction

The Single Equality Act 2010, The Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA), places a duty on all schools and Local Authorities (LAs) to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Furthermore, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Under the Equality Act 2010 schools should have an Accessibility Plan. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

Rationale

Here at Sefton Park schools, we offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our pupils matter. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Purpose of the Plan

This plan shows how Sefton Park Schools intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

The overall objective is to reduce and eliminate barriers to access to education and to full participation in the school community for pupils, and prospective pupils, with a disability.

Definition of disability

The DDA (1995) defines disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term effect on his/her ability to carry out normal day-to-day activities.

Principles

Compliance with the Equality Act 2010 is consistent with the school's ethos and aims.

The school recognises its duty:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;

- not to treat disabled pupils less favourably
- to take reasonable steps to avoid disabled pupils being at a substantial disadvantage
- to publish an Accessibility Plan

The school will:

Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. This curriculum endorses the key principles of the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school **curriculum** (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits). The school will continue to seek and follow the advice of LA services and outside agencies, such as specialist teachers, consultants and of appropriate health professionals from local NHS Trusts.
- Improving access to the **physical environment** of the school (this includes improvements to the building, physical environment and physical aids across education). The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- Improving the delivery of **written information** to disabled pupils, parents and carers (this will include planning to make written information more accessible). The school will make itself aware of local services that can provide information in alternative formats when required or requested.

Progress since the previous Accessibility Plan:

The Sensory room has been redeveloped, with the purchase of additional resources. CPD has been provided for differentiation and inclusive teaching strategies. Staff training has taken place on: Dyslexia, Intimate care, use of Epipens, the management of diabetes, Making Sense of Autism, Makaton, PECs, supporting language development, Mental Health Champions.

Where pupils have SEN and families have EAL we have taken into consideration how best to communicate with families. Laptops have been provided for a number of children.

Materials were made available in a variety of formats throughout the period of remote learning.

Planning Area	Target	Action to be Taken	Time-scale	Person Responsible	Success Criteria
Physical Environment					
	Accessibility Audit to take place	School Business Manager and Site Manager to complete an audit	by Summer 2023	RW and MA	audit is complete and can inform the next review of the access plan
	The school is aware of access plans for individual disabled pupils, staff, governors, parents, carers and visitors.	To create access plans for individual pupils as part of the provision planning process when required. Consider access needs during recruitment process.	As required	Inclusion Lead Head teacher	Access Plans in conjunction with One Page Profiles in place for disabled pupils and all staff are aware of pupils needs. Access issues do not influence recruitment and retention issues.
	Layout of school to allow access for all pupils	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Business Manager/Governors/School Surveyor	Re-designed buildings are usable by all.

Participation (access to the curriculum)					
	Increase confidence of all staff in differentiating the curriculum and delivering high quality teaching for all.	Be aware of staff training needs on curriculum access. Assign CPD for differentiation and inclusive teaching strategies	On-going	Head/Inclusion Leader/Teaching and Learning Lead	Raised confidence in strategies for differentiation and increased pupil participation.
	Ensure staff have specific training on disability issues and interventions and managing medical conditions.	Be aware of staff training needs. Staff access appropriate CPD for example: Administration of Medication Epipen training Management of Diabetes in School Intimate Care procedures and trained staff Training from SALT, Bristol Autism Team, Sensory Support team Outreach support from specialist schools (Northstar) Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	As required	Inclusion Leader/Business Manager	Raised confidence of support staff to support children with disabilities/individual needs.

	Ensure all staff are aware of disabled pupils' curriculum access	Set up a system of individual access plans when required (Profiles/Support Plans) Information sharing of all agencies involved with child	As required	Inclusion Leader	All staff aware of individual needs.
	To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, overlays, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed with teachers by Inclusion Leader at consultations. Teachers to complete orders.	Children with SEN have resources they need to access the curriculum.
	Use ICT to support learning	Make sure ICT is available for pupils with access needs.	As required	Inclusion Leader /Computing Lead	Wider use of ICT to support pupils with SEND
Availability of information					
	To consider providing written information in alternative formats.	Be aware of local services providing information in alternative formats and languages (including sign language) Information made available to non-disabled pupils should be made available in an accessible format for disabled peers. This includes access to suitable communication system (e.g. visual aids, makaton, etc) when	As required	Inclusion Leader Inclusion Leader/Teachers	Appropriate/improved delivery of information as and when required.

		being involved in decision making and matters important to them.			
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Conclusion

Sefton Park Infant and Junior Schools are committed to providing 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. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. **We refer and follow Bristol City Council's Access Pathway when planning for disabled pupils:**

Access to the curriculum

- Quality first teaching, differentiation and graduated response to needs. SEND Profiles in place
- Advice is sought from relevant service (e.g. Occupational Therapy, Sensory Support Service).
- School completes a SEND Support Plan for pupil. Auxiliary aids are bought to support a disabled pupil.
- Top Up application is made if additional funding is needed to meet the needs of a pupil with a disability.

Physical Access

- School contacts Education Asset Management Planning (this service is free to LA maintained schools). Email: educationampteam@bristol.gov.uk
- Advice is sought from relevant service (e.g. Occupational Therapy, Sensory Support Service). BCC will fund reasonable adjustments to the environment to meet the needs of the pupil in maintained Schools only.

Access to Information

- School ensures information and resources in classroom are adapted to the needs of the pupil.
- School works with pupil to identify information access needs and notes this to be able to anticipate their information access needs.

This Accessibility Plan is reviewed every three years by the Governors Care, Curriculum and Standards Sub-Committee.
This plan is due to be reviewed and updated in November 2025