



The Sherwood School

Accessibility Plan

<u>STATUS</u>	<u>FREQUENCY OF REVIEW</u>	<u>APPROVAL</u>
Statutory	Annually, new plan every 3 years	Business Committee

Date approved: October 2022

Next review due: Autumn Term 2025

The Sherwood School Accessibility Plan

Statement of Policy

We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Definition of disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Contextual Information

The Sherwood School is a two storey building. The following provision is located on the lower level of the school building: the library, hall and dining hall and early years provision. Downstairs classrooms have two wheelchair accessible entries. There is a ramp from the car park. Located on the first floor is the music room, ELSA base (Sunshine room), Maths room and ICT suite. The school is two form entry and where possible, year groups are positioned along the same corridor. There is no lift and pupils and staff with disabilities will be invited to work in classrooms on the lower level when necessary. Further provision is made to ensure access to the curriculum is provided.

The school has children with a range of moderate and specific learning disabilities. There are currently no children who use wheelchairs. There are a few children in the school who have either a hearing or visual impairment.

Purpose of Plan

This plan shows how The Sherwood School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

The Sherwood School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. This Accessibility Plan has been reviewed from one drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school in 2016.

At The Sherwood School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Special Educational Needs
- Anti-bullying
- Complaints
- Governors Annual Report

Areas of planning

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, differentiating the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.
- We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Monitoring

These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during this 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.

The Plan will be monitored through the Business Committee of the Governors. OfSTED, as part of their inspection cycle, will monitor the plan.

Accessibility Action Plan

Target	Strategies	Time-scale	Responsibility	Success Criteria
Embed Ordinarily Available Provision across the curriculum	Be aware of staff training needs on curriculum access	On-going and as required	SENCO	Raised staff confidence in strategies for Ordinarily Available provision and increased pupil participation CPD for speech anxiety, adaptation and recording methods 2024-25
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff CPD for dyslexia and ASD undertaken, including SLCN training.
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
Ensure all staff are aware of curriculum access for children with disabilities	Set up a system of individual access plans for pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports	As required	PE co-ordinator	All to have access to PE and be able to excel
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual pupils with disabilities as part of the SEN support process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Recruitment process	SENCO Headteacher	SEN support plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Pupils have full access to all school activities
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	Site manager	Completed 2022 Visually impaired people feel safe in school grounds
Layout of school to allow access for all pupils to all areas	Consider needs of pupils with disabilities, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure all pupils with disabilities can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI specialist teachers on information with regard to the visual impaired and hearing impaired pupils	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate

Ensure hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going Current	KS1/office School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Child friendly SEN support plan formats	On-going	SENCO	Staff more aware of pupils preferred method of communications Child friendly SEN support plan format in place which captures the voice of the child
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible – use of Language Line to facilitate communication with parents and carers.	As required	SENCO	Pupils and/or parents feel supported and included EAL page on website provides materials from the Bell Foundation to support multilingual families.

<p>Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</p>	<p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p>	<p>As required</p>	<p>Office</p>	<p>All can access information about the school</p>
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