



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:

Next review due: Autumn Term 2028

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 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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for all pupils.	Ordinarily available guidance is in use across the school Lesson planning highlights focus pupils SEN support plans highlight support from ordinarily available guidance Where required, pre-visits are undertaken to trip venues. Risk assessments are written for all trips and shared with adults in attendance.	To increase staff confidence in adapting learning to meet the needs of all pupils. To identify pupils who may need adapted learning. To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	Training to staff on the ordinarily available guidance. Create SEN support plans to support learners Liaise with external agencies. Implement training where needed. Develop guidance for staff on making trips accessible and ensure each new venue is vetted for appropriateness	SENDCo Class teachers	Ongoing	Ordinarily available guidance embedded across the school Increased pupil participation
Improve the delivery of information in ensuring it is accessible for all.	All parents receive information in a form that they can access MIS system, Bromcom, translates school correspondence into home language Use of language line in school to provide	Review information shared with pupils and parents to ensure it is accessible for all. Review information to staff ensuring it is accessible to all.	School office will support and help parents to access information and complete school forms	SENDCo School office staff Class teachers Teaching assistants	Ongoing	All parents/carers and pupils receive information in a format they can access.

	interpreters when required Child friendly SEN support plan formats					
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and adults as required. This includes: Ramps Disabled toilets Width of corridors Risk assessments and healthcare plans are created in conjunction with parents and external agencies to ensure appropriate adjustments are made for children with on-going medical conditions Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties when required	To ensure the school is aware of the access needs of pupils, parents, staff, governors and any visitors to the school. Ensure classrooms are accessible for all pupils.	Be aware of access needs and Arrange meetings to focus on the classroom environment when required.	Site manager SENDCo Class teachers	Ongoing	Pupils, parents, staff, governors and visitors feel confident that their needs are being met.