

## **Sherrier Primary School Accessibility Plan 2021-2023**

### **Accessibility Plan 2021-23**

Sherrier Primary School has been described as having a 'welcoming and delightfully happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. 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.

### **Purpose of Plan**

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

### **Definition of disability**

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

### **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)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe)



## Contextual Information

Sherrier School is a large primary school with approximately 400 children, in a small market town in Leicestershire. It is two form entry throughout the school. There are sixteen teachers, as well as 15 teaching assistants. The primary school has four main feeder preschools. There is also a smaller primary school in the area, as well as a high school and a College.

The socio-economic in this area is varied; it includes a large council estate where both flats and houses are occupied, as well as a large estate of supported housing run by a housing association. Furthermore there are several large private housing estates, as well as an area of very large houses occupied by very affluent families. Support in the area includes a children's centre, set in the grounds of the leisure centre. The leisure centre also houses support agencies such as dietician and school nurse. There are two large medical centres as well as a small hospital.

## Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

## Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

| Target   | Strategies  | Time-scale               | Responsibility | Success Criteria  |
|--|---|--------------------------|----------------|---|
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access | On-going and as required | SENCO          | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom support staff have specific training on           | Be aware of staff training needs                      | As required              | SENCO          | Raised confidence of support staff  |

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| disability issues   | Staff access appropriate CPD<br>Online learning modules if required   |             |                 |   |
| Ensure all staff are aware of disabled children's curriculum access | Set up a system of individual access plans for disabled pupils when required<br>Information sharing with all agencies involved with child | As required | SENCO           | All staff aware of individuals needs  |
| Use ICT software to support learning                                | Make sure software installed where needed   | As required | ICT             | Wider use of SEN resources in classrooms  |
| All educational visits to be accessible to all                      | Develop guidance for staff on making trips accessible<br>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 |
| Review PE curriculum to ensure PE accessible to all                 | Gather information on accessible PE and disability sports<br>Seek disabled sports people to come into school                              | As required | PE co-ordinator | All to have access to PE and be able to excel   |

### Improving access to the physical environment of the school

Sherrier School is continuing to grow and develop. It is hoped that in the near future we will be able to expand the building work to improve the facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

| Target   | Strategies  | Time-scale                         | Responsibility | Success criteria   |
|--|---|------------------------------------|----------------|--|
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the Student Passport process when required | As required                        | SENCO          | Student Passports in place for disabled pupils and all staff aware of pupils needs |
|  | Be aware of staff, governors and parents access needs and meet as appropriate                               | Induction and on-going if required | Head teacher   | All staff and governors feel confident their needs are met                         |
|  | Through questions and discussions find out the access needs of parents/carers through newsletter            | Annually                           | Head teacher   | Parents have full access to all school activities                                  |
|  | Consider access needs during recruitment process  | Recruitment process                | Head teacher   | Access issues do not influence recruitment and retention issues                    |
|  | Ensure staff aware of   |                                    |                |  |

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|  | Environment Access Standard   |  |   |   |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign   | As required  | Head/<br>Governors/<br>Site manager/<br>School Surveyor | Re-designed buildings are usable by all   |
| Ensure access to reception area to all                       | Improve access to reception area during any re-design<br><br>Develop system to allow entry for wheel chair users  | Consider in any new development                      | Site Manager  | Disabled parents/carers /visitors feel welcome                                  |
| Target   | Strategies  | Time-scale   | Responsibility  | Success criteria  |
| Ensure all disabled pupils can be safely evacuated           | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties<br><br>Develop a system to ensure all staff are aware of their responsibilities | As required<br><br>Each Sept                         | SENCO<br><br>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<br><br>Liaise with VI/HI on information with regard to the visual impaired               | On-going as required<br><br>Software may be required | ICT   | Hardware and software available to meet the needs of children as appropriate    |

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|   | and hearing impaired pupils as required                  | as required  |              |  |
| All fire escape routes are suitable for all | Make sure all areas of school can have wheelchair access | On-going and as required and as appropriate Weekly | Site Manager | All disabled staff, pupils and visitors able to have safe independent exit |

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include hand outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

| Targets  | Strategies  | Time-scale                       | Responsibility                     | Success Criteria  |
|--|---|----------------------------------|------------------------------------|---|
| Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in "simple" English<br><br>School office will support and help parents to access information and complete school forms | During induction<br><br>On-going | School office<br><br>School Office | All parents receive information in a form that they can access<br>All parents understand what are the headlines of the school information |
| Improve the delivery of information in writing in an             | Provide suitably enlarged, clear print for  | As required                      | Office                             | Excellent communication   |

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| appropriate format   | pupils with a visual impairment                        |          |       |   |
| Ensure all staff are aware of guidance on accessible formats | Guidance to staff on accessible information            | On-going | SENCO | Staff produce their own information                           |
| Annual review information to be as accessible as possible    | Develop child friendly Student Passport review formats | On-going | SENCO | Staff more aware of pupils preferred method of communications |

| Targets   | Strategies   | Time-scale  | Responsibility | Success Criteria                                  |
|---|--|-------------|----------------|---|
| Provide information in other languages.   | Access to translators, sign language interpreters to be considered and offered if possible   | As required | EAL Champion   | Pupils and/or parents feel supported and included |
| 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 | Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website. | Ongoing     | Office         | All can access information about the school       |