



## **Leamington Federation**

### **Sydenham Primary School**

# **Accessibility Policy and Plan 2022-2025**



## **UN convention on the Rights of the Child.**

This policy reflects the principles of equality, dignity, respect, non-discrimination and participation. At Sydenham Primary School, we recognise achievement in putting the UN Convention on the Rights of the Child at the heart of our practice to improve well-being and help all children realize their potential. Children's rights are learned, taught, practiced, respected, protected and promoted in our schools.

### **1. Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships (with Warwickshire County Council and our Federation Partner School) to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Actions to be Taken	Person Responsible	Date to Complete Actions by
<p><b>A. Increase access to the curriculum for pupils with a disability</b></p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils. All pupils receive high quality ‘Wave 1’ inclusive education, which is differentiated, through teachers’ planning and ongoing assessment during lessons, to address their individual learning needs.</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities.</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability.</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs.</li> <li>• The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</li> <li>• Teachers engage in an ongoing programme of professional development, which includes meeting individual needs in the classroom, through differentiated planning and teaching.</li> <li>• As necessary, staff receive bespoke specialist training, from external providers, in meeting specific needs, e.g. Autistic Spectrum Disorder, Sensory Impairment and Physical Difficulty. The school draws upon support from the Specialist Teaching Service (STS); Educational Psychologist and SEND Supported regularly, and when need arises.</li> <li>• Our school provides a range of targeted emotional and mental health support services for pupils to support their emotional well-being (including Nurture, Counselling, MHST, Drawing &amp; Talking and Lego Therapy).</li> <li>• Full use is made of communication technology, including iPads and additional laptops, to maximize access to learning for any pupils for whom ICT provides a more effective means of learning.</li> </ul>	<ol style="list-style-type: none"> <li>1. Succession planning for Nurture staff – train additional members of staff.</li> <li>2. Review SENDCo hours, and seek to increase provision.</li> </ol>	<ul style="list-style-type: none"> <li>• SENDCo, SLT and Governors</li> </ul>	<ol style="list-style-type: none"> <li>1. September 2023</li> <li>2. Annually in March, as part of budget-setting.</li> </ol>

	<ul style="list-style-type: none"> <li>• A home-learning club is provided to enable all pupils to benefit from planned home-learning activities, in cases where this is difficult in their homes, including access to computers where necessary.</li> <li>• Support staff and teaching assistants are flexibly deployed to ensure that pupils with individual needs, additional to those of most children, can engage in learning activities to their full ability.</li> <li>• As necessary, specialist equipment and resources are provided to ensure that pupils with special learning needs or disability can participate fully in learning alongside their peers.</li> <li>• Subject leaders and class teachers, when necessary, carry out risk assessments on planned learning activities to ensure that issues of full access to activities are safely addressed.</li> <li>• Support and translation is provided whenever for pupils whose first language is not English, as necessary through the EMTAS Service and our EAL Leader.</li> <li>• The school closely monitors the progress of all groups of pupils, including those with Special Educational Needs or Disability, and those entitled to the Pupil Premium and provides effective intervention and support tailored to their needs.</li> <li>• Our school uses the Dimensions Tool and The Boxhall Profile to screen children and identify those in need of additional SEMH support. Individual and group action plans are devised.</li> <li>• The school engages in effective liaison with secondary schools in order to ensure that pupils with special needs in accessing the curriculum or other aspects of school life, have their needs met by their receiving schools at transition.</li> <li>• Our school seeks to ensure that disadvantaged pupils and those with SEND are included wherever possible in pupil leadership groups.</li> </ul>			
<p><b>B. Improve and maintain access to the physical environment</b></p>	<ul style="list-style-type: none"> <li>• The building is within convenient distance of a public highway to enable people to use public transport.</li> <li>• There is car parking for disabled people or people with reduced mobility.</li> <li>• There is an appropriate number of accessible parking spaces.</li> </ul>	<ol style="list-style-type: none"> <li>1. Install signage to the disabled parking bays</li> </ol>	<ul style="list-style-type: none"> <li>• Care Taker. SBM, EHT and Governors</li> </ul>	<ol style="list-style-type: none"> <li>1. Autumn Term 2022</li> <li>2. To be discussed with governors</li> <li>3. By July 2023</li> </ol>

	<ul style="list-style-type: none"> <li>• Accessible parking bays are marked out and easily identified.</li> <li>• the route from the car park to the building clearly marked/found</li> <li>• The route has sloped access at appropriate points</li> <li>• There is an option for a quiet route for pupils that might struggle in busy and noisy environments.</li> <li>• There is tactile paving built into sloped paths and other crossing points.</li> <li>• The general path's surface is smooth and slip resistant, and the route to the building is kept free of snow, ice and fallen leaves.</li> <li>• The route is wide enough to allow wheelchair users and others to pass each other.</li> <li>• The route is free of such hazards as bollards and litter bins, and if these are in position, are they easily visible to someone with a visual impairment.</li> <li>• Routes close to the school building are adequately lit.</li> <li>• The route is level or gently sloping.</li> <li>• For security reasons, disabled staff/visitors need to let someone within your school know they are there to gain entrance.</li> <li>• The main entrance door is sufficiently light weight to be opened by any user (whether a wheelchair user, someone with limited strength or someone using a walking aid People can communicate with a staff member from the entrance via the intercom system.</li> <li>• Glass doors are visible when shut.</li> <li>• The entrance door clearance when opening permits passage of a wheelchair user when the double doors are opened.</li> <li>• The entrance has a level or flush threshold, and a recessed mat-well.</li> <li>• Most door handles are of a type easily used by all people (with the exception of the double, key-coded security internal doors in the entrance hall).</li> <li>• Doors with an open/close mechanism have delayed, slow action.</li> </ul>	<ol style="list-style-type: none"> <li>2. The footpath from the main school gates to the office is not very wide, and this has been raised by the school with the LA. However, there is insufficient funding available to rectify this.</li> <li>3. Increase lighting along the school drive and in the car park</li> <li>4. Install good wayfinding signs. Locate to be easily seen. Ensure they have good contrast between background and font/images, and have text in sentence case, not all capitals.</li> <li>5. Install known or easy to interpret images and arrows work well e.g. a toilet or knife and fork symbol and an arrow.</li> <li>6. Consider the accessibility to the school building for staff who may have a range of impairments such as deaf and blind people, people using wheelchairs and people with a neuro-diverse impairment: Entry systems through the internal doors are currently key pads, which are located too high for wheelchair users.</li> </ol>		<ol style="list-style-type: none"> <li>4. By December 2022</li> <li>5. By December 2022</li> <li>6. April 2024-March 2025</li> <li>7. By December 2022</li> <li>8. April 2023-March 2024</li> <li>9. By December 2022</li> <li>10. April 2023-March 2024</li> <li>11. April 2024-March 2025</li> <li>12. April 2024-March 2025</li> <li>13. April 2024-March 2025</li> <li>14. April 2024-March 2025</li> </ol>
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	<ul style="list-style-type: none"> <li>• The clear opening width of doors permits wheelchair access (Internal door requirements: new build 800-825mm, existing 750-775mm).</li> <li>• Door mechanism functions are checked regularly by the Care Taker.</li> <li>• Each corridor is wide enough for a wheelchair user to manoeuvre and for other people to pass.</li> <li>• Corridors are free from obstruction to wheelchair users and from hazards to people with impaired vision.</li> <li>• There are good colour contrasts between walls, doors and flooring to enable people with a visual impairment to navigate and detect hazards.</li> <li>• Corridors are carpeted / furnished so that noise is absorbed when walking or talking.</li> <li>• Lobbies allow all users to clear one door before approaching the next with minimal manoeuvre.</li> <li>• Turning space in lobbies is adequate.</li> <li>• Natural and artificial lighting avoid glare and silhouetting for people with visual impairments.</li> <li>• There are visual clues (names of rooms) for people to navigate and to help them understand where they are.</li> <li>• Floor surfaces allow ease of movement for wheelchair users and avoid light reflection and sound reverberation.</li> <li>• Information signs are visible from both sitting and standing eye levels. They are in sentence case, and large enough type to be read by those with impaired vision.</li> <li>• Lighting is designed to meet a wide range of needs.</li> <li>• Rooms are maintained to reduce hazards for people with visual disabilities.</li> <li>• Seating arrangements/spaces are suitable for use by people with visual impairments.</li> <li>• The height of furniture, resources, books and whiteboards is considered so that all can reach and interact, and consider location regarding obstacles preventing people to access.</li> </ul>	<ol style="list-style-type: none"> <li>7. Increase the number of quiet spaces for people to go when needed. Some people may have low moods or sensory overload; having a quiet area will help them manage this.</li> <li>8. Adjust lighting and noise to be softer to reduce stress and sensory overload in specific areas. Bright lighting can have a negative impact on some people that struggle with sensory overload or have some forms of visual impairment, being able to dim the lights within an area/room can help people self-manage.</li> <li>9. Ensure it is possible for wheelchair users and people with other disabilities to approach and use drinking water dispensers in classrooms.</li> <li>10. Ensure all fittings readily distinguishable from their background. This could be switches, power door pads, coat hooks or other fixtures. Good contrast between walls and fixtures will help independence. This doesn't mean redecorating; having a contrasting colour plate behind the fixture will help.</li> </ol>		
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	<ul style="list-style-type: none"> <li>• There is an accessible toilet large enough to permit manoeuvre for frontal lateral/angled/backward transfer, with or without assistance. (See E1-E23 on Accessibility Audit 5)</li> <li>• There is an audible fire alarm system in all parts of the building.</li> <li>• Fire exit routes are accessible to all, including wheelchair users.</li> <li>• Regular fire evacuation training is provided for staff.</li> <li>• Disabled staff and pupils have individual PEEPs (Personal Emergency Evacuation Procedure).</li> <li>• GEEPs (The General Emergency Evacuation Procedure) in place for external groups, visitors and events.</li> <li>• PEEPs and GEEPs checked regularly for effectiveness and any changes in situation for the person.</li> <li>• Evacuation routes are checked routinely and regularly for freedom from combustible materials/obstacles/locked doors.</li> <li>• External fire points and routes are accessible and monitored.</li> <li>• All fire warning devices and detectors checked routinely and regularly.</li> </ul>	<ol style="list-style-type: none"> <li>11. Ensure staff accommodation is suitable for use by people with disabilities including wheelchair users, with slip-resistant floor, reduced-level kitchen units and sink and lever action taps.</li> <li>12. Equip the main reception area with induction loops for people with hearing aids OR have portable induction loops available for deaf and hard of hearing people.</li> <li>13. Fit telephones with inductive loop couplers.</li> <li>14. Install a visual fire alarm system or pager system for deaf pupils or staff.</li> </ol>		
<p><b>C. Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Information on accessibility of our premises and services is published on our website information.</li> <li>• Lighting installations in the building take into account the needs of people with visual impairments being able to access information.</li> <li>• Large-print versions of information about the building/services/activities are available on request.</li> </ul>	<ol style="list-style-type: none"> <li>1. Produce a tactile plan or diagram of the building.</li> <li>2. Produce Braille information about the building/services/activities available for people with visual impairments.</li> <li>3. Produce an audio version of information about the building/services/activities available.</li> </ol>	<ul style="list-style-type: none"> <li>• Care Taker. SBM, EHT and Governors</li> </ul>	<ol style="list-style-type: none"> <li>1. April 2023-March 2024</li> <li>2. April 2023-March 2024</li> <li>3. April 2023-March 2024</li> </ol>

	<ul style="list-style-type: none"> <li>• All locations around the buildings clearly signed to enable easy navigation and is there clear colour contrast between font and background.</li> <li>• Mechanisms in place to communicate with disabled parents in an accessible way e.g. email, fax, letter, phone.</li> </ul>	<p>4. Produce BSL/Makaton videos/information about the building/services/activities available.</p> <p>5. Produce Easy Read information about the building/services/activities available.</p> <p>6. Purchase alternative-format reading books available in the library.</p>		
<b>D. Equality Adjustments</b>	<ul style="list-style-type: none"> <li>• We have access to language interpreters and are staff confident about how to utilise this.</li> <li>• We have books, leaflets and posters that promote yourself as being supportive of diversity.</li> <li>• We are a UNICEF Gold Rights Respecting school.</li> <li>• We have changing and facilities for pupils.</li> </ul>	<p>1. Implement a prayer room or a designated quiet room.</p> <p>2. Advertise baby changing and baby feeding facilities for parents.</p>	<ul style="list-style-type: none"> <li>• Care Taker. SBM, EHT and Governors</li> </ul>	<p>1. By December 2022</p> <p>2. By December 2022</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the head teacher.

#### **5. Links with other policies and procedures**

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication



- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

**This policy will be reviewed:** September 2025

**Signed by the Head teacher**

*Juliette Westwood*

**Chair of Governors:**

Richard Butler