

## Appendix 3 to WAT39 - Willows Academy Trust Accessibility Plan

### Sawley Infant School - Accessibility Action Plan 2020-23

#### Current Good Practice

- We ask about any disability or health condition in early communications with new parents/carers.
- The home/school agreement and our 'open-door' policy all encourage open communication of needs.
- All pupils are encouraged and supported to participate in extra-curricular activities. This may include providing extra one-to-one support.
- Disabled toilets are available in the main block and annex, suitable for both children and adults. In the main school, this includes private changing facilities.
- Support for communication is made available to enable current disabled pupils to engage in the life of the school and access the curriculum (e.g. hearing loop provided for child with hearing impairment).
- Information is made available in a range of formats (as required) for disabled pupils, parents and staff. For example it can be e-mailed (Parent Mail), issued as a hard copy newsletter or given verbally.
- On-site car parking for staff and visitors includes dedicated disabled parking bays close to the main entrance.
- Entrances to the school are either flat or ramped and all have wide doors fitted to permit wheelchair access.

#### 1. Management & Review

Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
<b>Short Term</b>					
1.1	Ensure that a formal review of the Accessibility Plan continues to be an annual item at Academy Governing Body meetings.	Clerk to governors to add to the annual schedule of business.	Adherence to legislation.	Annually.	Included in meetings as part of Equality & Diversity updates
1.2	To review existing provision and identify additional requirements	Undertake a review against the latest DCC 'Accessible Schools Checklist' or similar (governors/HT/Caretaker)	Helps identify future needs and inform planning for the future.	Academic Year 2021/22	
<b>Medium Term</b>					
1.3	Continue to develop staff awareness of accessibility issues.	Review staff training needs. Provide training for staff as required.	Whole school community is aware of issues.	On-going	
1.4	Ensure that all policies consider the implications of disability access and the requirements of current legislation	Consider during the review of each policy. Amend policies as required	Policies reflect current legislation and support accessibility	On-going	Policies are available in hard copy and typeface can be enlarged.

1. Management & Review					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
<b>Long term</b>					
1.5					
1.6					

2. Improve Physical Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
<b>Short Term</b>					
2.1	To ensure provision for current pupils is suitable for their needs	<ul style="list-style-type: none"> <li>Premises review &amp; audit</li> <li>Feedback from parents/carers and current pupils</li> <li>Review with SENCO and staff</li> <li>EHCPs in place for children with identified special needs</li> </ul>	Current pupils are able to access all required areas of the school, and events are planned with accessibility in mind	Ongoing	<p>Achieved for existing pupils.</p> <p>Monitor for each intake</p>
2.2	To ensure staff training is in place to support the needs of current pupils.	<ul style="list-style-type: none"> <li>First Aid training (certificated) is in place for majority of staff including teachers, teaching assistants (TAs) and Midday Supervisors</li> <li>Teachers and TAs receive specialist training for specific needs e.g. dealing with hearing impairment, speech impairment, SEND etc.</li> </ul>	Current pupils have their individual needs met	Ongoing	<p>Achieved for existing pupils</p> <p>Monitor for each intake</p>
2.3	Ensure individual medical and dietary needs of all pupils are easily accessible and understood by relevant staff (e.g. allergies)	<ul style="list-style-type: none"> <li>Photographs of each child linking name/identity of child with his/her specific needs are available for review by staff needing to know the information.</li> <li>Staff are briefed on the needs of children in their care.</li> </ul>	Current pupils have their individual needs met	Ongoing	<p>Achieved for existing pupils</p> <p>Monitor for each intake</p>

2. Improve Physical Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
2.4	Maintain safe access around exterior of school	Ensure that pathways are kept clear and accessible	People with disabilities can move safely around the school	Ongoing	
2.5	Maintain safe access around interior of school	Awareness of flooring, furniture and layout in planning for disabled pupils Cost of any additional works is included in budgeting.	People with disabilities can move safely around the school	Ongoing	
Medium Term					
2.4	To review existing provision and identify additional requirements	Undertake a review against the latest DCC 'Accessible Schools Checklist' or similar (governors/HT/Caretaker)	Helps identify future needs and inform planning for the future.	Academic Year 2020/21	
Long term					
2.5	Shower facilities to be provided in main school building	Assess costs and benefits if need arises.	Provision for pupils with additional toileting needs	In response to an identified need	
2.6	Improve wheelchair access to Reception and main school learning environment	Assess costs and benefits if need arises. Carry out risk assessment if need arises.	All children and adults in wheel chairs can access all parts of the school	In response to an identified need	

3. Improve Curriculum Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
Short Term					
3.1	Ensure provision for current students is suitable.	Teachers and teaching assistants have a good understanding of the individual needs of pupils and incorporate these in planning and delivery	Current pupils have their individual needs met	Ongoing	Achieved for existing pupils  Monitor for each intake
3.2	To continue to train staff to enable them to meet the needs of children with a range of SEN and disabilities.	SENCO to review the needs of children and provide training for staff as needed.	Staff are equipped to enable all children to access the curriculum.	Ongoing	
3.3	Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of support staff. 'Nurture' group support Intervention groups 1:1 support as required		Ongoing	

3. Improve Curriculum Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
<b>Medium Term</b>					
3.4	Facilitate and improve participation in after-school clubs, leisure and cultural activities and schools visits	All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils. Risk assessments undertaken.	Pupils have their individual needs met	In response to an identified need	
3.5	Expand and adapt curriculum as necessary to ensure that pupils with a disability are able to access all aspects of the curriculum	Curriculum provision is kept under review to reflect needs as they arise. Includes pastoral support, timetable adaptations, speech and language therapy programmes	Pupils have their individual needs met	In response to an identified need	
<b>Long term</b>					
3.6	Further training for staff on increasing access to the curriculum for all pupils	Online resources for CPD Ongoing guidance from specialists e.g. physiotherapists	Embedded into curriculum planning	Ongoing. Consider as part of curriculum planning	

4. Improve Access to Information					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
<b>Short Term</b>					
4.1	Ensure provision of information for current pupils and parents/carers is provided in suitable formats.	Undertake review to ensure that all current pupils and parents/carers can access relevant information	All parents and pupils will have access to information	In response to an identified need.	Ongoing
4.2	Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities	Consider range of formats available and how these might be expanded for ease of accessibility within a reasonable timeframe.  School to use LA Services for converting information into alternative formats Provided translated documents where appropriate	All pupils, staff, parents/carers and visitors with disabilities can access school information quickly and easily.	As need arises	Ongoing

4. Improve Access to Information					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
<b>Medium Term</b>					
4.3	Improve signage in and around school – high contrast with visual clues	New school signs at entrance and directional signs in/around school. Clear signage around school. Infant and Juniors clearly identified. Collaborate with Junior School	Parents/carers and visitors with disabilities can navigate school premises independently	As resources allow	In place & ongoing
4.4	Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Pupils able to access school documentation	In place & ongoing	In place & ongoing
4.5	Ensure school based documents are accessible for those families with English as an Additional Language	Translate key documents Use of ClassDojo for communication as it contains a translate function	Parents/ Carers able to understand communication from school	In place & ongoing	In place & ongoing
<b>Long term</b>					