


ACCESSIBILITY PLAN
Sampford Peverell C of E Primary SCHOOL

Version: September 2022

Date approved by Trustees of Ventrus Multi Academy Trust	September 2022
Review Period	3 yearly
Next Review Date	
Signed by Chair of Trustees Hugh Whittaker	

CONTENTS

1. ACCESSIBILITY PLAN3

2. OBJECTIVES3

APPENDIX 1: A PLAN OF THE SCHOOL BUILDINGS SHOWING AREAS OF ACCESSIBILITY5

APPENDIX 2: ACTION PLANERROR! BOOKMARK NOT DEFINED.

APPENDIX 3: POLICY HISTORY8

1. ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#). Local Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Equality Objectives of Ventrus Multi-Academy Trust (‘The Trust’), which are published on the Trust’s website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. OBJECTIVES

The Sampford Peverell C of E Primary School Accessibility Plan shows how access is to be improved pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, Trustees and Local Governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

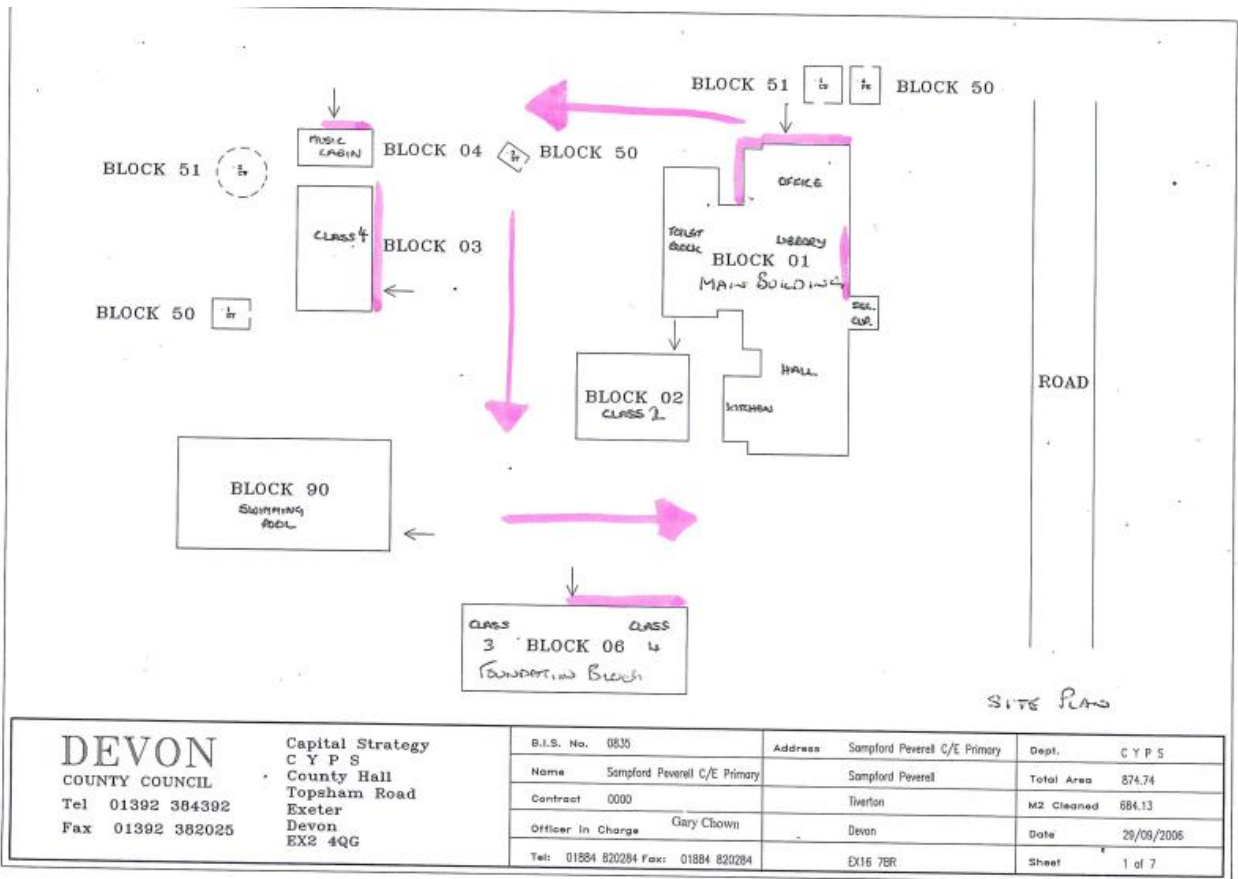
Relevant reviews and associated audits will be carried out in a timely, manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Board of Trustees

APPENDIX 1: A plan of the school buildings showing areas of accessibility highlighted:



Sampfords Peeverell C of E Primary School - ACCESSIBILITY PLAN

APPENDIX 2: Action plan

As part of our commitment to inclusion and equality, this plan sets out how the school intends to make reasonable adjustments (with anticipatory readiness) to ensure that pupils and adults with additional needs and/or disabilities are not directly/indirectly discriminated against at any time. Advice and support in the completion of this plan is available from the Central Team.

Examples of possible accessibility issues are given below, which can be used, adapted, replaced or added as relevant to your setting. Consider all stakeholders, including pupils, siblings, parents/carers, family members, and staff and visitors. Also consider the full range of visible/invisible barriers, such as physical needs (e.g. mobility, sight, hearing), developmental needs (e.g. reading and writing ability), sensory needs (e.g. enhanced or diminished), communication needs (e.g. autism, speech/language difficulties, English as an additional language), and mental health needs (e.g. anxiety).

Monitoring and Review

It is the Headteacher and LGB's responsibility to review this plan annually to monitor the effectiveness by:

- Ensuring sufficient resources are allocated to enable the plan to be implemented according to the agreed timescales
- Monitoring the progress of children with additional needs and disabilities, relative to the progress made by other pupils
- Provide training for staff to identify and address accessibility needs, including raising awareness of disability discrimination to support anticipatory readiness
- Assess the impact of this plan through regular review of the actions described below :

Curriculum

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Relevant resources to reflect diversity of wider community	Curriculum resources include examples of people with disabilities/ diversity e.g. 1Decision Charanga Scheme	Diversity of reading books increased 2022-23 Ensure diversity is maintained and enhanced when purchasing curriculum resources		Annually Main Annual Budget resource	Ongoing Purchase books for library - Spring 23 Review books in Classrooms - Autumn 24	Resources used are representative of wider community
ICT provision to be appropriate for pupils with disabilities	Best practice is followed to arrange for specific software purchasing to reflect the pupil's additional needs. Software/Hardware (including Immersive Reader) in use to support pupils with SEND. Code to the Future sessions adapted so that all pupils can successfully access them.	Review accessibility of ICT software (use of assistive technology- i.e. voice recognition programs/ QR codes/ immersive reader according to need to pupils & staff on roll). Specialist software to be purchased as required according to pupil need		Review Yearly	Ongoing Monitoring of IT provision termly as part of School improvement tasks Drop ins etc	Lesson Observations Pupil's My Plans, Pupil Voice, meetings & reviews ICT is used to support pupils' access to learning. Pupils are able to access their learning with increased independence.
PSHE curriculum to demonstrate progression and promote positive attitudes	Comprehensive PSHE curriculum - 1Decision Promotion of positive attitudes to disability through PSHE lessons and Rainbow Day Assembly links to PSHE	Continue to develop resources reflective of diverse community to support curriculum delivery	Costs identified via Subject Leaders	Order placed in June (<i>Purchase window</i>) for next year.	Annual	Pupil voice Monitoring of behaviour and attitudes throughout the school. Pupils demonstrate a

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

						good understanding of PSHE and exemplify positive attitudes and an inclusive nature.
Accessible PE Curriculum	<p>PE curriculum meets the needs of all learners.</p> <p>All children in KS2 access a range of Learning Community events</p> <p>SEND and PP pupils attend competitive and non-competitive sports events.</p> <p>Staff trained to run Fun Fit program for targeted children from each year group – linked to 'My Plans</p>	<p>Purchase and implement new PE curriculum – Complete PE - that includes adaptations for pupils with individual needs.</p>	<p>Transport to events, occasional cover and cost of scheme.</p>	<p>Purchase and train staff Summer 24</p> <p>Implement new scheme – September 25</p>	<p>Termly – review at staff meeting</p>	<p>Lesson observations</p> <p>Pupil voice</p> <p>Staff feedback</p>

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

<p>Breakfast/ lunchtime /after school activity participation</p>	<p>A range of lunchtime clubs and tutoring provided by school staff. Breakfast club is accessible to all children from Reception to Year 6.</p>	<p>Discussions with school staff to implement a range of lunchtime clubs.</p>	<p>Funded places for PP children in breakfast club. Send and PP children targeted for lunch clubs.</p>	<p>Termly</p>	<p>Ongoing</p>	<p>Monitoring of attendance at breakfast and lunch clubs. Analysis of pupil groups All pupils have access to a range of clubs. SEND and PP pupils are prioritised.</p>
<p>Access to trips & residentials</p>	<p>Risk assessments undertaken to identify possible actions/ reasonable adjustments. Venues/Transport vetted for suitability and discussions with chosen provider to make reasonable adjustments. Consultation with parents.</p>	<p>Early conversations with parents with regards to residentials in future years.</p>	<p>Consideration of additional staffing needed.</p>	<p>Y5 & Y6 have annual residential trip organised Y3&Y4 have a biannual</p>	<p>Ongoing</p>	<p>Pupils feel able to participate in all trips & residentials. Parents feel reassured due to their input at the initial stages of planning.</p>

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

				residential trip organised.		
Access to relevant training for staff to support pupil needs	<p>Termly Pupil Progress Meetings with the headteacher</p> <p>Weekly Staff Meetings</p> <p>Training needs are identified and linked to individuals and school priorities</p> <p>Ongoing SENDCo and staff conversations as required</p> <p>SEND Network</p> <p>Implementation of advice from external specialists</p> <p>Trust wide CPD</p> <p>New staff induction identifies training needs.</p>	<p>Staff survey for staff to identify their own training needs</p> <p>Deliver training for all staff on EEF</p> <p>Create a central space for staff to access information from previous training.</p>	Release time for teachers – for Pupil Progress Meetings	Ongoing	Ongoing SENDCo/SLT to monitor CPD needs and delivery	Staff feel they have received adequate training for challenges faced. Increased staff confidence.

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

<p>Identification and provision for pupils with Communication and Interaction and/or sensory challenges (may be unable to access classroom/ curriculum)</p>	<p>Pupil needs are communicated to all staff and provision is explained in the My Plan / Pupil Passport</p> <p>Professional external support received where needed & incorporated in to plans</p> <p>Minimising clutter and excessively colourful displays</p> <p>Individual workstations with fewer distractions (where appropriate)</p> <p>access to sensory tools as needed</p> <p>Ear defenders</p> <p>Access to safe spaces</p>	<p>Subject leaders work alongside SENDCo during monitoring activities to upskill them in identification of effective SEND provision.</p>	<p>Staff CPD budget</p>	<p>Termly</p>	<p>Ongoing</p> <p>SENDCo/SLT to monitor CPD needs and ensure provision is matched</p> <p>Termly identification of training needs.</p>	<p>Children feel supported with different strategies.</p> <p>Children feel confident to access the learning in all curriculum areas.</p> <p>Classrooms are 'communication friendly' zones.</p> <p>Book looks</p> <p>Learning walk</p> <p>Lesson drop in</p> <p>Pupil voice</p>
<p>Provision in place for pupils /staff with visual learning requirements</p>	<p>Individual visual timetables provided as required</p> <p>Provide large scale copies of work as required</p> <p>Writing slopes</p>	<p>Ensure staff needs are reviewed regularly.</p> <p>Would arrange sufficient provision of resources /ICT provision as need arises.</p>	<p>Resources provided as part of EHCP as needed.</p>	<p>Reviewed on new intake basis/ recruitment</p>	<p>Ongoing</p> <p>SENDCo/SLT to monitor & liaise with agencies</p>	<p>Pupil feedback & progress monitoring.</p>

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

Identification and provision for dyslexic pupils/pupils with dyspraxia	SENDCo training Resources available to support dyslexia/dyspraxia & strategies to make classrooms dyslexia friendly Yearly Subscription to NESSY	Cascade training to staff New toolkits/research monitored and identified Recommendations from dyslexia assessments incorporated in to 'My Plans'	£500	Yearly	Ongoing SENDCo/SLT to monitor & liaise with agencies & ensure update of subscriptions	Children feel supported with different strategies. Classrooms to be 'dyslexia friendly'
Pupils with auditory processing disorder cannot concentrate on teacher's voice	Pupils' needs communicated to all staff, who ensure they have eye contact Visual resources in place (i.e CIP Communication In Print/ Widgit) 'Now & Next' cards Seating plan in place Sensory breaks Reduce background noise (use of personal headphones)	Soundfield System to amplify teacher's voice (if appropriate) Voice Mic use with Baha Band HI teacher recommendations	equipment purchase/hire as appropriate	Review according to new pupil need	Ongoing SENDCo/SLT to monitor & liaise with agencies	Pupil feedback & progress monitoring.
Monitoring progress of all groups to identify barriers	Clear identification of relevant pupils DGR, SEND mtgs, PPMs, Provision Maps -monitor progress Adaptation in lessons Scaffolding Meta cognition Instruction	Meetings between SLT, SENDCo & Teaching team			Ongoing SENDCo/SLT to monitor & liaise with agencies	Closing the gap. School data reflects good provision.

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

	IT Grouping					
Accurate monitoring of interventions and provision	Clear intervention pathway Termly review of targets with interim checks	Regular Monitoring		Ongoing	Ongoing SENDCo/SLT to monitor	Interventions support children in

Physical Environment

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Member of staff/Visitor with mobility needs requires adapted / disabled toilets	Accessible toilet available in main building and EYFS Accessible toilet kept free from clutter.	Regular site checks to ensure areas remain clutter free		Ongoing	Ongoing	Monthly premises checklists Staff to raise access issues

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

<p>Specific access needs</p>	<p>Plans for individual pupils/ staff/ governors/ visitors as required Access to car park Wheelchair access onto site and most classrooms PEEPs in place for pupils/staff as appropriate External pathways clear and safe Parental meetings can be arranged in an alternative space or via TEAMS</p>	<p>PEEPS to be regularly reviewed (at least annually) Signage of evacuation procedures reviewed and improved – consider bilingual representation for EAL pupils</p>		<p>Ongoing</p>	<p>Ongoing All staff to monitor needs and link with SENDCo</p>	<p>Monthly premises checklist SENDCo monitors PEEPs and updates accordingly</p>
<p>Access and safety on site for parents/ visitors with visual impairments</p>	<p>Level access to office areas Step edges highlighted in yellow paint Sufficient exterior lighting & regularly checked</p>	<p>Renew yellow paint on step edges.</p>		<p>Ongoing Summer 25</p>	<p>Ongoing HT link to H&S governor – termly report to governors</p>	<p>Access audit H&S walkaround RA008- Fire Risk assessment Fire Evacuation Plan</p>

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

Safety for pupils with disabilities	Regular fire drills Step edges highlighted in yellow/black Sufficient exterior lighting & regularly checked	Renew yellow paint on step edges.		Ongoing Summer 25	Ongoing HT link to H&S governor – termly report to governors	Termly premises checklists
-------------------------------------	---	-----------------------------------	--	--------------------------	---	----------------------------

Information and Communication

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Pupils with developmental delay are able to access resources and interpret signs around the classroom	Signs use common and simple language Visual timetables Pictorial or symbol cards used to support individual pupils' communication Communication In Print/Widgit labels within immediate learning environment and other spaces as required	All staff use	Keep software license updated	Renew as staff leave	Ongoing Audit of environment – termly (SLT)	Accessibility audit
Ensure other languages in the school are visible	Translation of pupil reports as needed Welcome signs in relevant languages	Review signage/ language needs when new pupils arrive and require	Interpreter / specialist team support	Ongoing	Ongoing Audit of environment	Accessibility audit All families feel welcomed and included

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

	<p>Key signs in languages for EAL pupils</p> <p>Interpreter/ sign language / EAL specialist teams used to support new starters/ Y6 tests as required</p> <p>Use of Say Hi app to communicate with pupils and parents with no English.</p>		costs as required		– as and when children join	in all areas of school life.
<p>Parents with reading difficulties unable to read letters from school</p>	<p>Letters and emails written in simple English as much as possible</p> <p>Large print & audio formats made available as requested for school communications</p> <p>Website able to translate</p> <p>Follow-up phone calls to parents/carers where appropriate</p>		None		Ongoing	<p>Parent survey</p> <p>Parents evenings</p>

Sampford Peverell C of E Primary School - ACCESSIBILITY PLAN

<p>Ease of access to inhalers for pupils with diagnosis of asthma and/or specific allergies</p>	<p>Class teachers know which pupils are affected and have up-to-date inhalers stored in classrooms.</p> <p>Spare Epi-Pen kept in main office. Individual Epi-Pens stored in classroom and moved around the school/trips with the child. Expiry dates reviewed annually</p> <p>Staff trained regularly.</p> <p>Medical prompt cards for specific pupils with need</p> <p>Provide medical handover notes to teachers at start of academic year, to supply teachers in advance and info kept in orange folders.</p> <p>Kitchen staff have all relevant information linked to pupil allergies.</p> <p>Pupils with allergies wear red bands when collecting their lunches.</p> <p>Pupils with significant medical need have an Individual Healthcare Plan which is shared with all staff.</p>	<p>Review use of NHS guidance on what to do in the event of an emergency.</p>	<p>Annual cost of purchasing 2 x inhalers for different age groups and spare epipen.</p>	<p>Summer 24</p>	<p>Ongoing</p> <p>Summer 24 – NHS guidance included in all Asthma packs</p>	<p>Medical list reviewed September and admin update as necessary.</p> <p>Teachers aware of all individual medical needs.</p>
---	--	---	--	------------------	---	--

ACCESSIBILITY PLAN

APPENDIX 6: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
080621	Amendments made to include hyperlinks to schedule 10 of the Equality Act 2010 and the accompanying DfE guidance	June 2021	C Greenhall
080621	Linked policies updated to reflect current policy structure	June 2021	C Greenhall
080621	Changes made to paragraph re equality objectives to reflect that these are set by Trustees rather than school LGB's	June 2021	C Greenhall
080621	The arrangements for reviewing this policy set as every 3 years and by the Board of Trustees	June 2021	C Greenhall
080621	Reviewed by SEND Network – Autumn 2021	Autumn 2021	F Brinicombe