



Sheep Dip Lane
Academy



Exceed Learning Partnership
• EVERY CHILD • EVERY CHANCE • EVERY DAY

Policy: Accessibility Plan Sheep Dip Lane Academy



Responsible Governing Board	Local Governing Board
Responsible Persons	Principal/SENDCO
Date of last review	September 2020
Review Date	September 2023

Version Control

<i>Version</i>	<i>Revision Date</i>	<i>Revised by</i>	<i>Section Revised</i>
V1			New cover sheet

Sheep Dip Lane Academy: Accessibility Plan Reviewed: September 2020

Introduction

Sheep Dip Lane Academy believes that it has a welcoming, happy and safe environment in which pupils thrive and want to do their best.

We want all children to enjoy our school, to be challenged to achieve their very best, and to consider their time at our academy 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 the Plan

This plan shows how Sheep Dip Lane Academy intends, over a period of 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 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 our 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 educational visits)
- Improving access to the physical environment of our school (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 preferred formats and be made available within a reasonable time frame.

Contextual Information

Sheep Dip Lane Academy is located within an old mining village. The building was built and opened in 1974 and was originally known as Duncroft Infant school. The school has a total of 10 classrooms, which are on one level with upper KS2 in a separate block, the school has a Foundation Unit, a large hall, music room, 1 Lounge and library. There are 4 platform ramps within our school, 2 platform mechanically controlled beds for changing and 3 disabled toilets located throughout the building. The school has 11 classroom entrances for pupils to access the school together with the main entrance via the reception area to the front of the school.

There is currently wheelchair access throughout the majority of the school. At present we have one pupil who is wheelchair dependant on roll at school.

Current Range of known Disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities. The has a child who access School in a Wheelchair.

Increasing access for Disabled Pupils to the School Curriculum

At Sheep Dip Lane Academy we are continually improving the quality of teaching and learning throughout our school, through Continuous Professional Development (CPD) we aim to enhance staff's 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. We encourage all pupils to participate fully in the broader life of the school by attending after school clubs which are relevant to their age group, leisure and cultural activities and educational out of school visits. The only exception would occur if a child has breached school rules and it was deemed that exclusion from the after school club may be used as a suitable short term sanction and to ensure the safety of others.

TARGET	STRATEGY	Timescale	Responsibilities	Success Criteria
Increase confidence of all staff in differentiation within the curriculum	CPD on for dyslexia, differentiation and recording materials	On-going – as required	SENCO/CPD	Raise staff confidence in strategies for differential and increased pupil participation.
Ensure that class support staff have received the specific training on disability issues	Be aware of staff training needs Staff access the appropriate CPD Outline any learning modules where required	As required	SENCO/CPD	Raise confidence of support staff
Ensure that all staff are aware of disabled children's curriculum access	Individual access plans for pupils when required Information sharing with all agencies involved with the child	As required	SENCO/CPD	All staff aware of the individual's needs
Educational visits accessible to all	Ensure that staff have the knowledge and guidance when organising a trip to ensure that the trip is accessible to all pupils/staff	As required	Head/EVC	All pupils within our academy are able to access all education visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports Seek disability sports people to come into school	As required	PE subject leaders	All pupils to have access to PE and to be able to enjoy and excel

Improving access to the Physical Environment of the school

Sheep Dip is continuing to grow and develop and provisions 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 use on a daily basis. Resources are constantly under review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

TARGET	STRATEGY	Timescale	Responsibilities	Success Criteria
School is aware of the needs of disabled pupils, staff, governors, parent/carers and visitors of the academy.	<p>To create access plans for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of any access needs for staff, governors parent/carers and visitors to the school.</p> <p>Through questions and discussions find out the access needs of parents/carers – indicate on Newsletter & Admission forms</p> <p>Consider access needs throughout recruitment process</p> <p>Ensure staff are aware of Environment Access Standards (see attached appendix)</p>	<p>As required</p> <p>Identified at induction and on-going</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENDCO</p> <p>Head</p> <p>Head</p> <p>Head</p> <p>Head</p>	<p>IEP's in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident that their needs are met.</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention</p>
Layout of school to ensure access for all pupils	Consider needs of disabled pupils, parents/carers or visitors when considering any redesigns	As required	Principal Governors Site Manager School Business Manager Local Authority – Surveyor	Re designed buildings are usable by all
Ensure access to reception area is accessible to everyone	Improve access to reception area and car park area during any redesign, contact details at gate for all visitors	Consider in any new developments	Principal Site Manager School Business Manager	Disabled parents/carers/visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark on step edges	Yellow strip markers on all steps	Site manager	Visually impaired people feel safe in academy grounds
Ensure the safety of pupils during an emergency	Personal Emergency Evacuation Plan	As required	SENDCO	All disabled pupils and staff working alongside

	(PEEP) in place for all children with difficulties Develop a system to ensure that staff are aware of their responsibilities			are safe in the event of a fire.
Ensure accessibility of access to IT equipment	Continue to liaise with VI/HI on information with regard to any child that is visually or hearing impaired. Equipment to be put in place to ensure access IT including the Hall	As required Software updates and equipment may be required	ICT team	Hardware and software available to meet the needs of children as appropriate.
Ensure that hearing equipment in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment	As required	LA hearing officers hearing impaired team	All children will have access to equipment if required
Fire escapes routes are suitable for all	Ensure that all areas of academy can have wheelchair access Ensure that visual checks are carried out on a daily basis – housekeeping, keeping areas free from obstruction	On-going and as a when required appropriate Daily	Staff members and site manager	All disabled staff, pupils and visitors are able to have a safe independent pathway to exit the building in the event of an emergency.

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 pupil's available to disabled pupils. Examples may include handouts, 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 timescale. 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 academy will need to identify agencies and sources of such materials to be able to make the provision when required. The school IT infrastructure will enable us to access a range of materials supportive to need.

TARGET	STRATEGY	Timescale	Responsibilities	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print and in 'simple' English Admin office will support and help parents to access information and	During induction of pupil Ongoing	Principal/Office School Office Office	All parents receive information in a way that they can understand

	complete any academy forms etc.			
Improve the delivery of information in writing in an appropriate format	Provide enlarged print for pupils/parents/carers with a visual impairment Provide colour overlays or coloured paper copies to support learning for pupils with colour dyslexia	As required	SENDCO Staff in classrooms Admin	Provide excellent communication
Ensure that all staff are aware of guidance on accessible formats	Guidance and training for staff on dyslexia and accessible information	On going	SENDCO	Staff receive a clear understanding
Languages other than English to be visible in school	Where possible welcome signs to be multi-lingual	2020-23	Head/Phase leaders	Provide a welcoming environment for all parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCO	Pupils and/or parents feel supported and included within their education
Provide information in simple language, symbols, large print for prospective pupils or parent/carers who may have difficulty with standard form of printed information	Ensure that the website is fully compliant with requirement for access by person with visual impairment Ensure that the Prospectus is available via the school website.	2020-23	Admin Head	Ensure that all can access information about the school

Date of Policy September 2020

To be reviewed September 2023

Signed:  Principal

Signed:  Chair of Governors