



ACCESSIBILITY PLAN

January 2024 – December 2026

Accessibility Plan

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.

Southwold Primary is an inclusive school which focuses on the well-being and progress of everychild. We have high expectations of all our children, including those with Special Educational Needs or a Disability (SEND). To ensure they achieve their potential we engage a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning.

At Southwold we are committed to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people. We aim to provide an education which is sensitive to individual needs and accessible to all children regardless of special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability. The school seeks to promote awareness, understanding and respect for diversity in our world.

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 to develop and implement the plan. We work closely with the Local Authority to ensure that we can fulfil our obligations in this regard.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> ✓ Our school offers an adapted curriculum that strives to meet the needs of all pupils. ✓ We use resources tailored to the needs of pupils who require support to access the curriculum. ✓ Curriculum resources include examples of people with disabilities. ✓ Curriculum progress is tracked for all pupils, including those with a disability. ✓ Targets are set effectively and are appropriate for pupils with additional needs. ✓ The curriculum is reviewed to ensure it meets the needs of all pupils. ✓ School clubs, sporting, cultural activities and school visits are accessible to all pupils including pupils with identified barriers to learning and participation. Actions include: risk assessment, 	<ul style="list-style-type: none"> ➤ To increase the confidence of all staff to support all children to access the curriculum and make progress. ➤ To ensure Teachers and Teaching Assistants have specific training on specific disability and SEND issues. ➤ To ensure accessibility of ICT equipment to support learning, through liaison with outside agencies. ➤ All educational visits will be accessible to all unless in exceptional circumstances risk assessments deem otherwise. 	<ul style="list-style-type: none"> • CPD for all staff lead by SENDCO, regarding supporting the learning of children with a disability or SEN. • Specific training for those supporting identified children e.g. Adaptive Teaching staff Meeting, ASD team Online training. • Alternative appropriate equipment is available as suggested. Work alongside IT support, EP and IES to decide on most suitable hardware and software to meet needs. • Equality and accessibility considered at planning stage based on needs of learners and staff. Advance visits. Use EVOLVE to complete forms and risk assessments. 	Headteacher SENDCO Senior Leadership Team (SLT)	Summer 2024	<p>Staff are confident to support individual pupil needs so that barriers are removed and all children access the curriculum.</p> <p>All pupils access IT equipment in a way that supports their learning and individual needs.</p> <p>All pupils are able to take part in educational visits that support their learning and inclusion.</p> <p>Pupil progress is accurately</p>

	<p>provision of additional support and/or resources.</p> <ul style="list-style-type: none"> ✓ The school makes full use of a range of LA support services, health professionals and the community ✓ The school SENCO attends NST SENCO network and Enhanced Provision network to keep abreast of new ideas/sharing of good practice. ✓ Progress for SEND pupils is tracked by B-Squared and AET objectives. ✓ Individual pupil profiling in place – Individual Provision Map's ✓ PSHE association scheme of work in place throughout school ✓ Ongoing training programme for all staff re: SEND ✓ Pupils have pupil leadership roles across school including; Green Team, No Outsiders, Mental Health Ambassadors and Community Rangers. ✓ Use of signs, symbols and PECs. 	<ul style="list-style-type: none"> ➤ To implement the use of appropriate assessment tools to track and monitor the progress of all children, including those with a disability or SEND. 	<ul style="list-style-type: none"> • Use of AET- Framework Progression, B-squared assessment: Primary steps), Individual provision maps, Individual target setting, tracking of formative assessments, ARBOR data analysis. 			<p>measured and therefore can be used to identify where additional support/ provision is required.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ✓ All play areas and outdoor classrooms or learning areas are ramped and accessible by wheelchairs/pushchairs. ✓ In school there are no steps within the inside of buildings. ✓ There is ramped external access to the office and main entrances of school. There is also additional ramped access to some classrooms and areas of the school. ✓ Every classroom is partially carpeted, except for EYFS and STEM. ✓ Some classrooms have outside doors and some are shared between two classes. ✓ Sensory space in school. ✓ Enhanced Provision 'The Willows'. ✓ There are three disabled toilets; one in main school, one in the year 6 building and one in the Early Years setting. ✓ In the disabled toilets, additional support equipment is included e.g. door open outwards, emergency assistance cord and a support handle that is fitted as standard. ✓ We have equipment to support enlargement of resources, 	<ul style="list-style-type: none"> ➤ To continue to develop outdoor spaces. For example, play equipment, gardens and outdoor learning spaces. ➤ To develop work stations, sensory spaces and intervention spaces. ➤ To purchase and use specialist ICT equipment. 	<ul style="list-style-type: none"> • Continue to develop Forest School space and outdoor provision and ensure accessible for all. • Purchase equipment for classes to use on the playground that are accessible for all. • Continue to develop intervention spaces as required based on the needs of each year group. • Sensory Room to be created within The Willows room. • Work stations implemented within The Willows room. • Equality and accessibility to be considered when planning repairs and renovations. 	<p>Headteacher SENDCO Senior Leadership Team (SLT) School Business Manager and Ste Manager</p>	<p>Summer 2025</p>	<p>Pupils are able to access a range of equipment and space, and engage in a range of learning situations, that meet their individual needs.</p> <p>Pupils work in environments that are conducive to needs.</p> <p>Accessibility of the whole site is being continuously improved as development and budget facilitates.</p> <p>Sensory space in The Willows is fit for purpose and supports children with sensory needs and other SEN or disabilities.</p>
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	<p>specialist ICT equipment and specialist software.</p> <p>✓ The school already supports pupils with significant barriers to learning and participation with difficulties in the areas of: learning, communication and interaction and physical needs. We would seek support and guidance from parents and external agencies should we have pupils with vision or hearing impairment needs.</p>					
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Improve the delivery of information to pupils/ staff and parents with disabilities	<p>Our school uses a range of communication methods to ensure information is accessible to all. This includes:</p> <ul style="list-style-type: none"> ✓ External and Internal signage ✓ Pictorial or symbolic representations ✓ Visual timetables <p>At the present time we do not have any stakeholders who require large print resources or Braille, but should this arise these resources could be made available on request.</p>	<ul style="list-style-type: none"> ➤ To redesign the school admission form to include 'Do you as a parent/carer have additional needs in accessing information?' ➤ To revisit use of signs and symbols and visual timetables with staff. 	<p>Liaise with school office team to request addition of access to information question.</p> <p>Staff CPD by Inclusion Lead.</p> <p>SLT monitoring of provision including use of visuals, adapted materials, etc. depending on needs of the children.</p> <p>Continue to work with outside agencies to identify any adaptations needed for children to more effectively access information.</p>	<p>Headteacher</p> <p>SENDCO</p> <p>Senior Leadership Team (SLT)</p> <p>School Business Manager</p> <p>Office admin</p> <p>Outside agencies</p>	<p>Summer 2023</p>	<p>More detailed information collated at admission, that is updated yearly, and information sharing adapted accordingly.</p> <p>Children have resources and information adapted based on individual needs and outside agency advice.</p> <p>Visual timetables, signs and symbols and PECs used throughout school as deemed necessary.</p>
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4 Monitoring & Review

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 Body.

5 Links with other policies

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

- 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