SARRATT CHURCH OF ENGLAND PRIMARY SCHOOL

Accessibility Plan

Laying the foundations for our children to be confident, respectful and to achieve their full potential.

Date of Review:	September 2024
Next Review Date:	September 2027
Reviewer:	Head of School

Sarratt is an inclusive school which respects and values the diversity of our community.

We are committed to raising the attainment of all our pupils with due regard to their individual, social and personal circumstances.

We believe in actively promoting equality of opportunity in every aspect of the life of all pupils, parents and staff.

We are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

We respect and value the diversity which exists in the wider community. We are committed to challenging attitudes that promote discrimination against those with disabilities, ensuring respect for all and preparing all pupils for life in a culturally diverse society.

Our commitment to equality for those with disabilities will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights.
- Promoting positive non-discriminatory behaviour.
- Ensuring appropriate support for isolated individuals with disabilities within the school.
- Ensuring high expectations of all.
- Ensuring representation of a wider range of diversity within our curriculum and school community.
- Encouraging links with the wider community.
- Ensuring all legislation and guidance is adhered to.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in practice. We will systematically assess, evaluate and constantly review the impact of our school policies and practice on the life, attitudes and achievement of all groups and individuals amongst our pupils and staff.

	Targets	Strategies	Outcomes	Goals Achieved
Short Term	Learning environment is suitable for all children	SENCo/ SLT to audit provision (curriculum and environment) for children with additional needs, to ensure there is no gap in provision	All children are able to take a full part in the daily school life.	SENCo reports there are no gaps in provision
	Availability of written material in alternative formats.	School makes itself aware of the services available through its LA for converting written information into alternative formats as and when required.	School can provide written information in alternative formats if needed.	Delivery of information to disabled pupils/parents involved.
	Pupils with visual impairments have access to the curriculum.	Pupils placed near front of class, facing forward. Larger type used. Coloured paper used where appropriate. Use of ICT (large icons on desktop etc.). Information provided orally or on tape.	Classrooms are accessible to visually impaired children.	Physical accessibility of school increased.
	Pupils with hearing impairments have access to the curriculum.	Pupils placed near front of class, facing forward. Pupils spoken to directly. Speech reinforced using facial expressions, signs or gestures. Speech reinforced with visual back-up print, pictures, concrete materials. Repeat other pupils' answers. Re-phrase or repeat words and phrases. Use of microphones or personal amplification systems.	Classrooms are accessible to hearing impaired children.	Physical accessibility of school increased.
	Pupils with speech and language difficulties have access to the curriculum.	Pupils given time to process language and respond. Ensure face to face and direct eye contact. Use simple and familiar language and short concise sentences. Avoid ambiguous vocabulary. Reinforce speech with facial expression, gesture and sign. Reinforce spoken instructions with print, pictures, diagrams, symbols and concrete materials. Emphasis key words, reinforcing visually. Avoid closed questions and encourage pupils to speak in sentences. Develop language through drama and role play opportunities.	Classrooms are accessible to children with speech and language difficulties.	Physical accessibility of school increased.

Short Term	Pupils with disabilities are fully involved at playtimes.	Buddy system in place as appropriate.	Specific children allocated to pupils with disabilities.	All pupils included in all aspects of school life.

	Targets	**Strategies**	**Outcomes**	**Goals Achieved**
Short Term	Teachers and teaching assistants have the necessary training to teach and support pupils with disabilities.	Audit adult training needs to identify appropriate training courses in line with the needs of children. Use of outside agencies, specialist centres and support groups.	Staff trained and supported.	Curriculum accessible to all pupils.
	Children are fully integrated within the classroom.	Teaching assistants are used to support appropriate children. Curriculum and classroom environment adapted as necessary.	Needs of all children are fully met.	Curriculum accessible to all pupils.
	All members of the community have equal opportunities to access the school premises and relevant information.	School premises are inspected and reviewed to ensure accessibility for all. School provides information in range of alternative formats when necessary.	Needs of all members of the school community are fully met.	Physical accessibility of school increased and delivery of information is available to all.
Medium Term	Pupils with hearing impairments are suitably catered for.	N/A at present. If required, work with HCC specialists to provide suitable equipment when appropriate. Use of additional income.	HCC advice followed up and equipment obtained.	Physical accessibility of school increased.
	Investigate, if appropriate to the needs of children, appropriate colour schemes, signage and non-visual guides when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour and tactile non-visual signage.	Ensure classrooms are accessible to visually impaired children.	Physical accessibility of school increased.
On-going	Ensure all new building works conform to accessibility guidelines.	Guidance from PDA team at HCC.	Building completely accessible to all.	Physical accessibility of school maintained.