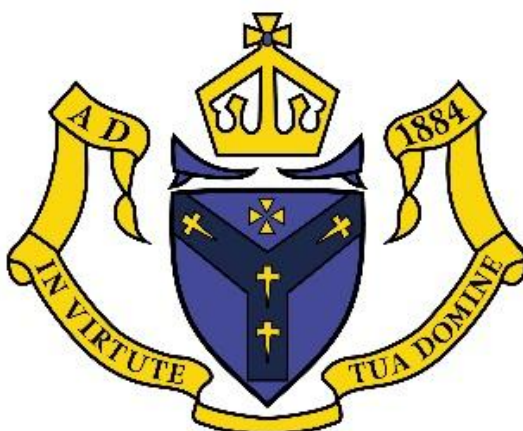


Sissinghurst Church of England VA Primary



Our School Vision

Let Your Light Shine – Matthew 5:16

At Sissinghurst Church of England Primary School in partnership with the Church, parents, and wider community, we offer an inclusive learning environment to nurture potential that enables all to be successful. Vibrant, rich curricular opportunities equip everyone with knowledge and skills to question, discuss and challenge.

Everyone's talents are discovered and celebrated. We foster spiritual growth and reflection to find wonder and joy in the World together. As light bearers, our shared responsibility is to encourage each other to be compassionate and kind so we can all shine with integrity, humility and wisdom. We find courage to act when we know there is darkness, illuminating the World with God's light and hope.

We are dedicated to providing an education of the highest quality within the context of Christian belief and practice. Our Christian values of:

Kindness Forgiveness Courage Service

Policy Title:	ACCESSIBILITY POLICY AND PLAN
Date:	May 2025
Review Date:	May 2027
Reviewed by:	FGB

Statement

At Sissinghurst Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to learn and achieve their limitless potential.

Aims

At Sissinghurst Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the school's curriculum.
- b) Improving the physical environment of the school.
- c) Improving the delivery to disabled pupils of information, which is already in writing to pupils who are not disabled.

A person has a disability 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 carry out normal day-to-day activities.

Current good practice: We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. The main entrance to the school is DDA compliant and there are others which are accessible as either flat or ramped to allow for ease of access especially in the event of an emergency.

There are disabled toilet facilities available in the main school buildings for both pupils and staff. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan will contain relevant and timely actions to:

- a) Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits- it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- b) Improve access to the **physical environment** of the school, adding specialist facilities as necessary –this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- c) Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by Local Authority and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school to the end of each period covering this plan in order to inform the development of a new accessibility Plan for the ongoing period.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- Equality Act 2010
- SEN & Disability Act 2001
- SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

The Accessibility Plan links closely with:

- SEN Policy
- Sissinghurst Local Offer
- Equality Policy

Audit of existing achievement/provision

PHYSICAL ENVIRONMENT

Main Building - determined as being accessible as adaptations in place including an external and internal lift.

- Wheel chair access via entrance to school corridors, classrooms and hall: external stair lift or step free access via KS1 reading area door
- Audible and visual fire alarm and audible lock down
- Disabled toilet near reception / hall and also on first floor (front of building)
- Yellow edging on steps and pathways to main entrance and in playground.
- KS1 classrooms can be externally accessed on the ground floor level
- Evac chairs – installed May 2023 top of stairs / internal lift area and also outside of the Rhino classroom staircase (rear of building)
- We have a team of staff who are trained in EVAC chair and safe moving and handling

External

- Wheelchair access to all areas including field
- Wheelchair access to playground – raised ramp and yellow lines painted near kerb in playground
- Wheelchair access to Forest School
- Drop kerb installed for entrance to main school
- Disabled parking bays for parents / visitors and accessible entry system

CURRICULUM

- Obtain data on future pupil population to facilitate advanced planning
- Health questionnaire for all pupils (in prospectus) and data base of medical issues made available to all relevant staff
- Health Care Plans in place
- Induction programme for all new pupils; special arrangements made where needed
- Curriculum differentiated where appropriate for individual pupils
- Liaison with external services and agencies (physical, sensory, speech, learning, behaviour etc.)
- Detailed pupil information given to all staff

- TA deployment to cover a mix of curriculum needs
- TA support to supervise regular physiotherapy / OT sessions when required
- Swimming coach to provide 1:1 swimming sessions where appropriate
- Special arrangements made for SATS (eg extra time applied for, use of amanuensis)
- Specialist resources available to support specific needs (laptops, scissors, rulers, writing slopes, specialist seating)
- Pupils & parents involved in target setting and provision plans, LSPs and BSPs
- Peer mediation system in place
- Specialist teachers supporting learning and giving pastoral and inclusion support
- LA referral system (LIFT) used to maximise support available to pupils
- Gross motor interventions run by TAs
- OT sessions such as Clever Fingers run by trained TAs
- Transition meetings

WRITTEN INFORMATION

- Information given in letter, email and text form to parents
- Promote other formats if required e.g. large print, other language
- Sissinghurst local offer is available on website
- Risk assessments for individuals if necessary
- PEEP for individuals as necessary (Personal Emergency Evacuation Plan)

Lifts

- External lift by main entrance
- Internal lift by main staircase

Also see the Inclusion at Sissinghurst Primary School statement on Sissinghurst Primary Website
<https://www.sissinghurst.kent.sch.uk/page/?title=Inclusion&pid=67>

A) CURRICULUM ACCESSIBILITY						
STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
<p>Increase the extent to which disabled pupils can participate in the school's curriculum</p> <p>Setting suitable learning challenges</p> <p>Responding to pupils diverse learning needs</p> <p>Overcoming potential barriers to learning and assessment for individuals and groups of pupils</p>	<p>Staff Development budget</p> <p>School budget</p> <p>Support Staff</p> <p>Use of focus groups</p>	<ul style="list-style-type: none"> • Training for specialist medical needs e.g. asthma within the school, as appropriate for those children on roll • Continue to train staff for children with physical needs • Trained staff to continue to administer BEAM programme • Seek relevant advice to enhance curriculum for V1 – PD and H1 pupils if needed • Purchase additional resources e.g. laptops to support AEN if needed. • Appropriate members of staff to receive disability training • Enhanced pastoral support for specific pupils • High Needs Funding applied for when needed. • Regular AEN drop-ins • Curriculum policies to be updated in respect of inclusion • Work differentiated in pace, style and content • TA training led by SENCO • Use of different styles of teaching and learning in classrooms • Access training in use of P scale • Appropriate staff training in a variety of behaviour management approaches • Access to IT – ipads / netbook and appropriate programs 	<p>Identified Staff</p> <p>Selected children</p> <p>Parents of AEN pupils</p>	<p>On-going</p> <p>Follow review timetable</p>	<p>Staff confident to support individual pupils</p> <p>Improved staff expertise</p> <p>Improved co-ordination for these children</p> <p>Improved access for specific children</p> <p>Resources purchased used</p> <p>Policies reflect inclusive practice</p> <p>Broader range of teaching strategies used by teachers and TAs</p> <p>Staff confident to meet the needs of all pupils</p> <p>Children achieve at their level</p>	<p>HT/ SENCO</p> <p>SLT</p> <p>Governors</p>

B) PHYSICAL ACCESSIBILITY						
STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Progressive planned improvements to the physical environment of the school to improve accessibility	Furniture budget Devolved Capital	<ul style="list-style-type: none"> • Ensure wheelchair access throughout building – review provision regularly • Classroom environment clearly labelled and organised • Colour contrast for door architraves and handles • Provide height adjustable furniture for specific children 	Persons with PD, VI All users of building	Other on-going	Maintain good access for PD, VI, HI pupils and adults Improved accessibility for specific children	SENCO HT and Governors

C) WRITTEN INFORMATION						
STANDARD	AVAILABLE RESOURCES	ACTIVITY	RECIPIENTS	DEADLINE	SUCCESS CRITERIA	MONITORED AND EVALUATED BY
Improve the delivery to disabled pupils (and parents) of information which is provided in writing for pupils who are not disabled	Advice from physical sensory services and language support service	Improved provision of information <ul style="list-style-type: none"> Identify materials Identify providers of 'translation' services Information about the school available in large print , emailed or saved on computer on request 	Pupils with disability Parents with disability	Largely in place [Be aware of needs as they arise]	Pupils and parents able to access information in different formats Register of use of service and satisfaction survey	HT Governors

IDENTIFIED ISSUES

- Regular checks (maintenance walk) of yellow lines / repainted as required.
- Lifts are regularly checked by approved company
- Hearing loop fitted if hearing-impaired child / staff member requires it
- Gates - only have audio-comms link - what facility is there for hearing impaired visitors?
- Heavy doors with self closers - consider having magnetic catches fitted which link to fire alarm system. Consider as part of any future upgrade / replacement. Additional doors e.g., Hall fitted with magnetic catches
- Moving and handling training for all staff working with children using wheelchairs or with children that may require lifting this includes yearly refreshers and practises during evacuation drills
- All disabled toilets should have access to an emergency alert system if being used independently. At present children need to be accompanied by an adult