



Accessibility Plan September 2024

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Next review: September 2025

Signed: Signed: Signed: *L Marlor*

(SEND Governor)

(Head Teacher)

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Date: Date: Date: 10.09.24

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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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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.

The purpose and direction of the school's plan: vision and values

At Sir John Sherbrooke 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 are committed to providing a fully accessible environment which values and includes all pupils and stakeholders regardless of their needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, respect, inclusion, and equality of opportunity.

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. Sir John Sherbrooke promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, or background.

Our school aims to be inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- all genders;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable and who are being monitored by our care team

We aim to:

- Promote equality of opportunity by working proactively to make reasonable adjustments at policy and whole school level for all stakeholders.
- To eliminate discrimination by raising awareness, training, regular monitoring of the impact of policies and reviewing as necessary.
- To eliminate harassment and bullying by ensuring that any disability-related harassment of any stakeholder is identified and addressed.
- To promote positive attitudes by modelling respectful attitudes and by ensuring that disability is no barrier to promotion or representation (e.g. Pupil Parliament).
- To ensure that all steps are taken to meet the needs of anyone with a disability to enable them to reach their potential.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information gathering and sharing

The school gathers information on pupils and staff in the following ways:

- New pupils – through information from Manor Park Infant School and any other setting, including home.
- Liaison with parents and professionals involved with individuals to ensure we provide the right care for their needs.
- New staff – through the recruitment process, information given on application forms, information given at interview.
- Current pupils – through information held on file.

We always endeavour to meet other professionals and parents to discuss needs on a 'face-to-face' basis to provide as full a picture of a child as possible.

We ensure that a comprehensive picture of children leaving our school is communicated to receiving settings to provide a smooth transition so their needs continue to be met.

Views of those consulted during the development of the plan

We have included a range of stakeholders in the development of this accessibility plan including staff and governors. All stakeholders consulted value the ability of the school to cater for the differing needs of pupils.

The main priorities in the school's plan

Our school is 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 take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The internal and external SENCOs have an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of all members of the teaching team.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

What the school currently implements and actions to ensure the varied and complex needs of all individuals are met

- ELSA (Emotional Literacy Support Assistant) – member of staff trained in this support intervention.
- Counselling Sessions with Specialist Emotion Well-being Teacher, Ruth Cumberland.
- Regular opportunities for families to engage in school activities.
- Retreat areas in classrooms.
- Late-night events (to support participation in residential opportunities by identified vulnerable pupils).
- Breaktime and Lunchtime Provision.
- Sensory Room.
- Considered sensory diet tailored to the needs of identified pupils.

- Behaviour and care plans.
- Physio.
- EHCPs.

Our school's complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in school, the complaints 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO. It will be approved by the Head Teacher and Governors.

4. Links with other policies

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

- 'Children with Health Conditions who cannot attend school' policy.
- Medical conditions policy.
- Equality policy.
- SEND policy.
- Health and Safety policy.
- SEND Information Report.

5. Accessibility Plan: September 2024

Aim	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
<i>Ensure successful transition and information sharing</i>	Ensure all staff, including volunteers have read the equality and SEND policies.	SENCo SBM Policy	On-going	All staff are aware of the needs of individuals.	SENCo and governors through policy monitoring.
	Put special arrangements into place where needed, including individual care plans/behaviour plans.	SENCo SLT Teachers/ TAs	On-going	All staff are aware of the needs of individuals. All staff aware of arrangement needed to be put in place.	SENCo and governors through policy monitoring. SLT.
	Plan ahead for each new intake and transition to secondary school to ensure all needs are planned for and met. Implement additional transition visits for vulnerable pupils and parents where necessary	SENCo Class Teachers Y6 team /Family SENCo CFS Meetings with MP for Y2 transition	Summer Term	Children make smooth transition in and out of SJS.	SLT
<i>Raise staff and children's awareness of disabilities issues.</i> <i>Promotion of positive attitudes.</i>	Seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission. All school staff.	On-going	All members of the school team, including midday supervisors, aware of issues. Detailed information and support available and passed on by staff.	All members of the teaching team.

	Promote disability equality via • Staff meetings. • PSHE lessons. • Assemblies. • Celebrating difference. • Protective Characteristics lessons	Whole staff	On-going	Increased whole school awareness of disability issues.	SENCo All staff.
<i>Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.</i>	• Ensure thorough planning of activities and staffing and make advance visits wherever possible to inform risk assessments. • Carry out familiarisation visits for individual children.	Visit leaders. Educational Visits Co-Ordinator. Head Teacher. Class Teacher.	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher. School Visits Co-ordinator. Trip leaders. Feedback from pupils and parents.
<i>Ensure that after-school clubs and care provision facilities are accessible for all pupils.</i>	• Ensure access is available for all pupils including those with physical or sensory disabilities. • Provide adult support if necessary. • Make physical adaptations as required. • Provide alternative after-school clubs tailored to the needs of vulnerable individuals where possible.	Leaders of after-school clubs and holiday clubs.	On-going	After-school clubs and care provision is accessible for all pupils. Attendance at clubs increases and reflects diversity of need.	Head Teacher Feedback from parents and pupils. Monitoring of uptake for afterschool clubs
<i>Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.</i>	• Consider alternative communication systems. • Consider the way in which information is presented to pupils. • Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments.	On-going	Curriculum is fully accessible for all pupils.	Head Teacher SLT SENCo

<i>School policies make reference to provision for pupils with difficulties & disabilities.</i>	<i>Policies to include:</i> <i>Content</i> <i>Strategies</i> <i>Resources</i> <i>That could be employed when planning for pupils with difficulties or disabilities.</i>	Whole staff. Subject leaders. Advisors.	On-going	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders SENCo
<i>Access for those with physical disabilities.</i>	<i>Ensure suitable access for all school events which meets the need of all stakeholders.</i>	All staff Governors	On-going	All stakeholders can visit school as they wish/require.	SBM (H&S Lead) Head Teacher
<i>Providing an environment to support children with mental health needs.</i>	<i>Provide a bespoke curriculum and differentiated approach to teaching and learning and behaviour management.</i> <i>Engage external therapeutic support.</i> <i>Train staff members to provide therapeutic support.</i> <i>Engage with Forest School provision when appropriate.</i>	All staff Ruth Cumberland Paula Ramsden – ELSA ELSA training and resources Staff support for those accessing Forest School GAP Provision	On-going	Children are ready to learn and are happy in school. Attendance improves.	SENCo Head Teacher Feedback from parents and other stakeholders Attendance summary – termly Teachers
<i>Provide a welcoming environment for stake holders with mental health needs.</i>	<i>Ensure staff (particularly front of house staff) are aware of individual needs.</i> <i>Ensure all visitors wear appropriate ‘visitor badge’.</i> <i>Provide external therapeutic support where needed.</i> <i>Invite stakeholders to positive school events.</i>	All staff Ruth Cumberland	On-going	All stakeholders hold school in a positive and high regard and are confident to approach school staff when help is needed.	Head Teacher SLT SENCo Feedback from parents and other stakeholders