



ACCESSIBILITY PLAN 2023-2026

Aims

We are an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how Southfield Park Primary School intends, over time, to increase the accessibility of our school for pupils, parents/carers, staff and visitors to the school who have a disability. This plan should be read in conjunction with our school's other policies and procedures. 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.

Our accessibility plans are designed to:

- 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the children without a disability (if a school fails to do this they are in breach of the Equalities Act 2010). 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 the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetable, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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 2021.

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 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 a disability faces in comparison to those without. This can include, for example, the provision of an auxiliary aid or adjustment to premises.

INCREASED ACCESS TO THE CURRICULUM

OBJECTIVE & ACTIONS	RESPONSIBLE	TIMESCALES	REVIEW
<p>To ensure our curriculum offer is accessible for all children, regardless of individual need.</p> <ul style="list-style-type: none"> •Curriculum questionnaires shared with all children, parents and staff for input to ensure curriculum design meets needs of whole community. •Meet with specific families with particular identified needs/ disabilities to discuss what they need included in the offer. •Questionnaire responses reviewed and incorporated into curriculum as required. •Skills, knowledge and content in each curriculum area reviewed termly to ensure meets needs of all children all stakeholders. •Adapt and enrich provision in all subjects for children with additional needs, including carefully targeted intervention, support and resources. •Use ELSA to support children with emotional need to ensure this does not impact their access to the curriculum. •Monitor progress of targeted children closely to ensure curriculum offer is meaningful to them & reflects their needs 	<p>Deputy Head, Asst. Head/ curriculum lead,</p>	<p>Summer 2020 -part of Curriculum Design SDP focus. Then termly by Asst. Head. Ongoing – reviewed termly Pupil progress & Pathway plan reviews.</p>	<p>Achieved. New wider curriculum written and implemented. Ongoing monitoring demonstrates its accessibility. Curriculum leaders review accessibility. ELSA case load monitored and discussed with senior leaders. Regular pupil voice activities to gain pupil’s view.</p>
<p>To continue to develop provision for children with Speech Language (S & L) needs.</p> <ul style="list-style-type: none"> •Continue to develop our language rich classroom approach and promote oracy skills across the school. •Identify children who need specific S & L support and prioritise them for work with Elklan trained staff. •Organise training and support for all staff in developing S & L skills for children. •Implement a range of approaches in classroom provision to support children with S & L needs, e.g. use of <i>Widgets</i> and pre learning of specific subject focussed vocabulary. 	<p>ELKLAN trained TAs, SENCO and Deputy Head.SENCO.</p>	<p>Ongoing</p>	<p>Achieved. ELKLAN trained staff utilised to support children with specific programs and to upskill colleagues. CPD focus on language development for teachers and support staff delivered by Teaching and Learning lead. Pre-teaching of vocabulary implemented. Key vocab identified on planning and explicitly taught. Monitoring shows this is embedded into practice.</p>
<p>To meet the needs of children identified as Young Carers so they can achieve their best outcomes.</p>	<p>SENCO, ELSA & Deputy Head.</p>	<p>Summer 2020 and Ongoing</p>	<p>Achieved. Young Carers identified and staff team are aware.</p>

<ul style="list-style-type: none"> •Register of young carers kept and maintained and teachers alert to YC in their class. •Links made with charities and organisation that can offer support e.g. Surrey Young Carers (SYC). •Consent sought and referrals made to organisations who can offer support to the family. •Annual assembly by YC charities educating children about Young Carers and who they can go to for support etc. <p>ELSA register updated regularly – targeted in-school support offered to young carers.</p>			<p>Surrey Young Carers evolved and no longer support worker available. We have supplemented with our own young carers group delivered by ELSA.</p> <p>Early Help accessed for those families who need it and consent to receiving support. Use of YMCA counselling.</p>
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IMPROVED ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

OBJECTIVES & ACTIONS	RESPONSIBLE	TIMESCALES	REVIEW
<p>To ensure that children with disabilities are able to use toilets independently.</p> <ul style="list-style-type: none"> • Consult with children and their families how children’s toilets could be simply adapted to allow children independence when using. • Investigate installation of wall support handles and/ or footstools in children’s toilets. <p>Continue to review specific adaptations related to the physical environment, in response new needs emerging amongst the school community.</p> <ul style="list-style-type: none"> • Collect information about potential disabilities and specific needs on entry. • SENCO and Class Teacher to meet parents of children to discuss any specific needs and adaptations needed. • Liaise with Surrey Physical and Sensory Support Service and Physiotherapists & Occupational Therapists. <p>To ensure that classroom layouts and organisation reflect specific needs of the children using the environment and that corridors are kept clear to ensure free access.</p> <ul style="list-style-type: none"> • Class teachers, alongside SENCO, to review classroom layout and organisation at beginning of each academic year and following 	<p>SENCO, SBM, Premises Manager/Caretaker</p> <p>HT, DHT, SENCO & SBM</p> <p>Premises Manager, All staff</p>	<p>Autumn 2020</p> <p>Ongoing. Autumn 2020 review adaptations for children in KS1.</p> <p>Ongoing</p>	<p>Achieved. Intimate care plans, support plans and health care plans in place and developed in agreement with parents/carers. Currently, all pupils with disabilities are able to use the toilet independently.</p> <p>Achieved. Within parameters of budget constraints and the physical space available. Use EHCP funding allocation to buy specialist equipment.</p> <p>Achieved. Regular reviews based on changing needs. Implementation of specialist advice in professional reports. Daily site walks to monitor accessibility.</p>

<p>To meet the needs pupils with social, emotional and mental health needs.</p> <ul style="list-style-type: none"> •Meet regularly to discuss children impacted by emotional and mental health issues with Safeguarding team and SENCo. • Commit to ongoing promotion of Wellbeing through the school through Wellbeing SDP target. •Sustain and introduce a range of wellbeing initiatives to support children to feel connected and valued, e.g. mindfulness clubs, •ELSA support targeted at vulnerable children. •Organise parent workshops to support children and effective home school partnerships. • Introduce Child Wellbeing Practitioner model in school to support families with children displaying anxiety. <p>Work closely with external agencies, such as CAMHs and children’s charities.</p>	<p>Head Teacher, Deputy Head, SENCO, Change Team.</p>	<p>Summer 2020 and ongoing.</p>	<p>Achieved. Impacted by external provision not being available and long waiting list due to increased numbers of children displaying SEMH needs.</p> <p>Case load discussed between ELSA, SENDCo and Head. Creating provision map for SEMH provision available.</p> <p>Wellbeing award achieved.</p> <p>Wellbeing practitioner regularly working with children and families in school.</p>
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Access Audit June 2023

Answer: 1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Increasing disabled pupils participation in the School Curriculum		1	2	3	4	Comments for school use
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		✓			Whole staff equalities training, unconscious bias training. Regular Equalities adjustment updates – register updated fully each year. Schedule an Autumn term teacher PD on equalities adjustments, and also include in support staff training and teacher/support staff start of year set up/read one page profile.
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	✓				Specialist training available through LA, school nurse team and bought in services.
3	Do all staff seek to remove all barriers to learning and participation?		✓			Excellent level of awareness from staff about those children who need additional support to ensure access. Information shared with class cover teachers. Timetabling of interventions to ensure access to all areas of learning. All educational visits reviewed in advance to ensure the highest levels of participation. Further work to do with those adults supervising playtimes – share Equalities adjustments.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?		✓			SEN support is excellent with personalised and timely interventions/further teaching. Some dyslexia friendly techniques adopted – update needed. We consider positioning in classrooms to allow equal access. Scaffolds for learning and adaptations made. Supplemented by Walkthrus project.
5	Are all children and young people encouraged to take part in music, drama and physical activities?	✓				Club attendance is monitored annually to ensure inclusion and reported to the Children and Learning Committee. All children participate in music lessons and P.E lessons. Governor monitoring carried to gain pupil voice about the new P.E scheme of work. Where appropriate, children with 1:1 support have adaptations made to physical adaptations made. We deliver a broad and balanced curriculum for all and included enrichment weeks to supplement.

6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	✓			Children supported by their SNAs to encourage participation. Modified equipment e.g. sponge balls, larger rackets used if needed. Adapted activities created which consider level of mobility. OT/Physio consulted to ensure adaptations made are appropriate and safe.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	✓			Staff work together to design learning (alongside the curriculum leader) and consider access for children with all disabilities. Children with specific physical disabilities and medical needs are catered for and school staff use their medical care teams to help to plan for access. i.e. children with epilepsy. Having a non-class based SENDCo also allows the opportunity to explore adaptations and support for class teachers and access to specialist teams.
8	Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?		✓		This will be supported through the implementation of the Equalities adjustment register. Additional training is tailored to those that are supporting children with specific needs (e.g. for SNAs to support children in learning that requires the use of equipment, beyond the day to day). Children with access needs or EHCPs are given additional time to complete assessments as well as during classroom learning time.
9	Do you provide access to appropriate technology for those with disabilities?	✓			On case by case basis as necessary, e.g. induction hearing loop, large keyboards, sloping boards.
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	✓			Yes – risk assessments carried out to look at accessibility. Children supported by an SNA/additional adults to participate. Residential trips (Y4 and Y5) require pre meetings with parents to be clear on specific needs when staying away (or adaptations like day visits). We prepare children in school for trips to alleviate anxiety. If needed, we invite parents to support their children to ensure full access.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		✓		As required for specific pupils; this will further improve with register and annual reminders.

Improving the delivery of information to disabled pupils		1	2	3	4	Comments for school use
12	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		✓			Example of Powerpoint background and font choices to be dyslexia friendly, printouts of slides for pre-teaching and to support pupils. S&L resource – Communicate in Print available. Currently no visually impaired children in school – will take advice from parents/link professionals.
13	Do you have the facilities such as ICT to produce written information in different formats?		✓			Yes – see above for examples
14	Do you ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities?		✓			Email, text and print currently. Do have text to voice software through Google Tools. Updating website to make more 'accessible'.

Improving the physical environment of the school		1	2	3	4	Comments for school use
15	Is furniture and equipment selected, adjusted and located appropriately?	✓				Checked ad hoc by caretaker/HT as part of termly health & safety walk. Class teachers decide on appropriate layout for class considering needs and professional recommendations.
16	Are pathways and routes logical and well signed? (<i>both internal & external</i>)	✓				
17	Do you have emergency and evacuation procedures to alert ALL pupils?	✓				Emergency Plan in place. Evacuation procedures created and shared. Fire wardens aware of their role during evacuation. PEP created for any individual who needs one.
18	Is appropriate furniture & equipment provided to meet the needs of individual pupils?		✓			Yes and will be documented on the equalities adjustment register, e.g. fiddle toys, elastic chair bands, weighted blankets.
19	Do furniture layouts allow easy movement for pupils with disabilities?	✓				Decided by class teachers when they are aware of the make up of their classes. SENDco gives support.
20	Are quiet rooms/calming rooms available to children who need this facility?		✓			Limited space available – ELSA room, Games Galore (on relevant days). In process of developing sensory room and wellbeing stations. Teachers/support staff recognise when children need the opportunity to be calm and will facilitate this.
21	Are car park spaces reserved for disabled people near the main entrance?	✓				Yes – 1 space in the school's small carpark and 2 spaces directly beyond the school gate.
22	Is easy movement around the site and the main entrance possible?	✓				Doors all stay open or can be hooked open. Site all on one level. 'New Build' design makes the building fully accessible.
23	Do any entrance steps have a contrasting colour edging?	✓				No steps on site.

24	If there are steps, is a ramp provided to access all main entrances?	✓				No steps on site.
25	Is there a continuous handrail on ramps and steps to main entrances?	✓				No steps or ramps on site – handrails not necessary.
26	Is it possible for a wheelchair user to get through the principal door unaided?		✓			Internal door pulls towards user and then external door pushes outwards. Access release button is at height, due to safeguarding of the children. School office always staffed during school hours.
27	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	✓				There is a lobby – the door handles are high accessible, and the door to the school is a push, but the initial door pulls towards so requires someone to meet the person at the door.
28	Do all internal doors allow a wheelchair user to get through unaided?		✓			The width is sufficient but some doors automatically close or require them to be pulled towards people. All fire doors in classrooms are push operated and open out externally.
29	Do all the corridors have a clear unobstructed width of 1.2m?	✓				
30	Does each block have a wheelchair accessible toilet?	✓				Two toilets.
31	Does the school have accessible changing rooms/shower facilities?		✓			Yes to changing facilities, no to shower other than for adults
32	Do any internal stairs have contrast colour edgings?	✓				No stairs on site.
33	Is there a continuous handrail on each internal stair flight and landing?	✓	✓			No stairs on site. Single story.
34	Does the school have a lift(s) that can be used by wheelchair users?	✓				Single story.
35	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	✓				Yes – all push doors to external evacuation points.
36	Are non-visual guides used to assist people to use the buildings?				✓	Would require specific risk assessments based on individual need
37	Is none of the décor confusing or disorientating for pupils with disabilities?		✓			Most corridors have large display boards. Classrooms have displays and scaffolding for learning over walls. Classroom display colours need to be monitored for neutral tones.
38	Is a hearing induction loop available (either fixed or portable) in the school?			✓		Yes available, but not in use.
39	Does the school have a "Soundfield" or similar sound reinforcement system?				✓	N/A
40	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	✓				No. But should we have someone with hearing impairment, a PEP would be created.

Action plan 2023-2026

Action	Resp	Timeframe	Cost/ Resources	Review/Outcome
Implement resources and equalities adjustments (captured in the Equalities Adjustment register) and adult support where a new specific disability need (either adult or pupil) is communicated to the school.	SLT	Ongoing	Dependant on identified levels of need	
Ensure ongoing differentiation to meet SEN and disability individual needs so that all children make good progress <ul style="list-style-type: none"> Updating and annual PD time for all staff on equalities adjustment register and one page profiles Ensure accessibility and SEND adjustments are a regular and ongoing part of Staff PD (e.g. scaffolds and visual support, PDA) Ensure that assessment adjustments for pupils are part of normal classroom practice 	SLT	Annually Ongoing		
Develop spaces where children who become dysregulated and are expressing anxiety can access (both during learning time and at playtimes) that provide them with strategies and the space to calm s	SLT/SBM/all staff			
Further develop inclusive practice around children with a specific literacy difficulty and those that are demonstrating dyslexic type tendencies	SLT			
Continue to refine our core wellbeing offer through clear provision mapping. Allowing staff and parents to identify when a child needs additional and different support for an emerging mental health need.	SENDCo/ELSA			