



Accessibility Plan

September 2024- 2027

The school accessibility plan is devised and reviewed annually. We take feedback from pupils, via the school leaders programme, the Parent Reps group, other parent feedback, including the annual Parents' Survey. The plan is reviewed by the school's extended leadership team as part of their cycle of meetings.

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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 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.

Our Core Values of 'The Broad and Deep Worth of Each Individual Child' is evidenced throughout the schools practice; in its delivery of the curriculum to the broader provision available to all students.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents (Parent reps group), staff and governors.



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2 Legislation & 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.



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3 Action Plan

AIM	CURRENT GOOD PRACTICE	HOW	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils and meets the needs of all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs, this process of target setting is central to the schools' marking policy.</p> <p>Pupils with SEND are given a laptop where necessary.</p> <p>The school supports EHCP</p>	<p>Annual curriculum review.</p> <p>Quality first teaching</p> <p>Small group and 1:1 support</p> <p>ISAMS. Termly Pupil Progress Meetings</p> <p>Quality first teaching</p> <p>Identified by SEND team, actioned by RS/ EB/ MS.</p>	<p>INSET for all staff</p> <p>RS to communicate to all staff in INSET.</p>	<p>HS September and January</p> <p>RS to Flood Fill on Blue Sky</p> <p>HS</p>	<p>Cycled review by Appraisers.</p> <p>Annual review</p> <p>Ongoing</p>	<p>Evidenced during specific foci in Drop-In Observation Week.</p> <p>Work Scrutiny and Group Teaching Appraisal Targets</p>



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AIM	CURRENT GOOD PRACTICE	HOW	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>Continued review of provision at all sites</p> <p>Personal Evacuation Plans (PEEPs) in place to provide anyone with a form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>	<p>H&S meetings</p> <p>Identified by SEND team, actioned by RS/ EB</p>	<p>EB, RS+ HODs.</p> <p>Half-Termly meetings</p>	<p>EB, RS</p> <p>HS</p>	<p>In-Year 24/25</p>	



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AIM	CURRENT GOOD PRACTICE	HOW	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Induction loops Pictorial or symbolic representations	As appropriate and depending on EHCP recommendations.				

4 Monitoring Arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.

It will be approved by Governors annually, termly if required actions are flagged as part of the H&S committee meetings.

5 Links with other Policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication



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- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy