



ACCESSIBILITY POLICY

SANDON PRIMARY ACADEMY

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Review date: September 2026

Purpose

The purpose of this plan is to show how Sandon Primary Academy currently support and intends, over time, to further increase accessibility for disabled pupils, staff and visitors. At Sandon Primary Academy, we explicitly celebrate and respect diversity and work to secure a sense of belonging for all. The Accessibility Plan complements and supports Sandon Primary Academy's equality objectives.

The Sandon Primary Academy Accessibility Plan has been drawn based upon information supplied by the Local Authority in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. It is also drawn in accordance with the Disability Discrimination Act 1995 extended to SEN and Disability Act 2001 (SENDA) and supports the objectives of our SEND policy.

The Accessibility Plan will be reviewed annually in respect of progress and outcomes and in line with changes to the needs on the Academy SEND Register.

We are committed to providing an environment that enables full access to the curriculum and a setting that values and includes 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 and to developing a culture of inclusion, support and awareness within the Academy.

Definition of disability

"A person has a disability if he/she has a physical or mental impairment that has a substantial and long- term adverse effect on his/her ability to carry out normal day- to-day activities." (Equality Act 2010).

Current Range of Known Disabilities

The Academy has children with a range of needs to include cognition and learning difficulties, physical difficulties, communication and interaction difficulties and social, emotional and mental health difficulties.

The Accessibility Plan will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life. This covers teaching and learning within the academy as well as the wider curriculum offered such as participation in after school clubs, leisure and cultural activities or educational visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable timeframe.

Action plans are attached. These relate to the key areas outlined above, showing how the academy will address the priorities identified.

Increase access to the curriculum:

Target	Strategies	Timescale/Monitored by
Provide specialist equipment to promote participation in learning.	Liaise with external agencies and parents. Assess and review children with SEND regularly. Place information onto Pupil Passports to enable information to be accessed and shared by all staff.	On-going. SENCo.
Provide training to support teachers with adaptations.	Peer observations/modelling where a gap is identified. Personalised strategies to support adaptive teaching strategies outlined on pupil passports. Quality SEND teaching resources interventions and training purchased. Structure classes into ability sets. Schemes of work written for Maths, Literacy, Reading and foundation subjects to support teaching. Complete standardised testing to identify personal gaps and create an action plan. Implement IPAD curriculum to further remove barriers to learning and increase potential of learning aids. SENDCo will complete SENDCo NPQ and will attend all local SENDCo forums to ensure that they are up to date with promoting inclusive practices.	On-going. SLT. Subject leaders. SENCo
Maintain the staffing structure of 3 teachers in each Year group where possible. Place TA's where need is required. Use agency staff skilled in SEND to increase staffing capacity to meet need.	Yearly CPD/PR meetings with SLT On going review of need and staffing structure-SEND reviews, cohort reviews, learning walks.	Ongoing. SLT. Class Teachers.

Evaluate outcomes of adaptive teaching.	Assess data. Observations.	Ongoing. SLT. Class Teachers.
Plan extracurricular and out of school activities to ensure the participation of a whole range of pupils.	Ensure risk assessments plan for individuals with SEND. Review out of school provision to ensure it complies with the legislation.	Ongoing. Class Teacher, SLT/SENCo, Educational Visits Co-ordinator.
Liaise with children and parents to provide personalised provision and review outcomes.	Produce pupil passports. Termly SEND meetings. Parent drop ins. Plan in termly coffee mornings with Pegis to support parent voice and signposting.	Ongoing. SENCo . Class Teacher.
Support from external agencies.	Adhere to the schools graduated approach for assessing and supporting children with an additional need.	Ongoing. Class Teacher. SENCo.

Support children with a communication and language need to access the curriculum.	Use of Early Years Child Development Tool - PRIME Areas. Use of communication screen for early intervention. Staff training to complete a range of language-based intervention (Time to Listen, Time to Talk, More Time to Talk, Talk Boost).	Ongoing. SENCo. Class Teacher
Support children for whom English is an additional language.	Pre-teach vocabulary. Seek advice from the school SENCo. Plan staff training.	Ongoing. SENCo. Class Teacher
Support children with a physical and or sensory need	Use the SOT sensory baseline toolkit to help identify need and plan support.	Ongoing. SENCo. Class Teacher
	Update the academy's mental health policy-to ensure all staff are aware of procedures in school and strategies to support. Have a learning mentor at the academy. Have a mental health lead in	Ongoing.

Support children with a social, emotional and mental health need to access the curriculum.	the academy. Have a Young Minds Counsellor in the academy. Use the academy's facilities to support children's mental health needs- forest schools, cookery sessions, sports / physical activity facilities. Assess, plan for and review children's SEMH needs using a range of tools including boxall profiles. Liaise with specialist agencies. Lead Early Helps. Plan in transition opportunities. Use mood trackers to support in managing children's emotions. Review the RSHE curriculum inline with DFE guidance to support health and well-being. Engage in neurodiversity project to ensure best practice in meeting the needs of this group of pupils.	SENCo. Class Teacher. Kate Burrows (DSO). Mel Lear (DDSO). Welfare Team. Upskill pupils with training peer mentoring.
Maintain a broad and balanced curriculum for children with a SEND.	Have baseline assessment and interventions to support with all areas of the curriculum. Use careful timetabling to support pupils with a SEND to access the broad and balanced curriculum with no unnecessary narrowing. Employ classroom assistants into each classroom to increase teacher pupil ratios and support personalised interventions at the start of the day and within lessons. Use personal learning activity packs (in the morning and at home) to focus on addressing pupils learning gaps. When children receive personal interventions link the intervention to their curriculum subjects where possible.	Ongoing. SENCo. Class Teacher. Teaching Assistants.

Focus on developing children's reading ages in line with their chronological age.	Pre-teach vocabulary across the curriculum. Introduce reading vending machines into school and use as rewards to support and encourage reading. RWI and Fresh Start schemes of learning and intervention. Invest in reading assessments and linked interventions. Implement targeted guided reading scheme. Develop library spaces. Staff & TA training.	Ongoing. Class Teacher, Charlotte Grindlay. Upskill parents.
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Increase access to written information

Target	Strategies	Timescale/Monitored by
Written information for pupils available in other formats.	Engaging with external agencies for advice. Use pupil passports for personalised guidance. Adopt resources. Conduct termly reviews with children and parents for pupils with a SEND. Use of technology-dojos to share key messages with parents which support translation.	Ongoing. Class Teacher. SENCo.
Make available school prospectus, newsletters and other information for parents and other members of the school community in alternative formats/languages.	Review all publications and promote availability in different formats/languages where needed. Develop the academy website and social media as an efficient means of communication with parents. Meet with parents to share information.	Ongoing. Office. S.Bedson.
Make signs clear and helpful to users.	Check all signage internally and externally is clear and unobstructed.	Ongoing. Site staff. S.Bedson.

Emergency exit procedures.	Review existing procedures to ensure they adhere to current health and safety policy. Complete regular drills. Co-produce Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties alongside pupils, teachers and parents.	Autumn term/Ongoing. SLT, SENCo and Health and Safety Team.
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Contextual Information – Improve physical environment of the school

Building	Features
KS2	Three classrooms in this area of the building are wheel chair accessible. Corridors are wide enough for wheel chair access. The main KS2 building can be accessed by a ramp near Principal's office. Disabled toilet available. Handrails fitted to all steps. Disabled access is not available onto the playground through general doors. Pupils would need to exit using the ramp by Principal's office and travel around the side of the KS2 building. No access down to the dinner hall/KS1 using the general corridor- pupils can use a temporary ramp to travel down the corridor or a main ramp by Principal's office and travel around the side of the KS2 building towards the kitchen. A further classroom located off the dining provides disabled access to the classroom, dining hall, toilets and KS2 playground.
KS1	Accessible through the school office. No classroom is wheelchair accessible although a classroom off the dining room that is currently used as KS2 can be converted if needed. The playground is wheelchair accessible through the school office. Disabled toilet available. Corridors are wide enough for wheelchair access. Access to dinner hall using ramped entrance.
Nursery	Nursery classrooms are wheel chair accessible through the main entrance to foundation stage at the front of the building or through an entrance at the side of the building. Toilets and playground are wheelchair accessible with flat corridors and floors. There is a specific disabled toilet.
Reception Classes	Reception classrooms are wheel chair accessible. Toilets and playground are wheelchair accessible with flat corridors and floors. There is a specific disabled toilet within the building.
Dinner Hall	Ramped entrance allowing access for disabled pupils. Access to kitchen server at appropriate height for disabled pupils. Tables would need rearranging to support movement around the dinner hall. Children would need to sit at the end of the table.

Enchanted Village	All areas can be accessed using a flat, pebbled path. The houses are not wheelchair accessible.
	Temporary ramp would be needed.
KS1 Playground	Much of the equipment is now available for all pupils. Support would be needed to lift pupils onto some of the equipment. Children may still struggle to access the climbing frames due to steps. New boxes of play equipment have been purchased for each year group which can be used by all.
KS2 Playground	Children may still struggle to access the climbing frame and tree house due to steps. New boxes of play equipment have been purchased for each year group which can be used by all and classes can use alternative areas of the school at playtimes e.g. Muga, playing field and enchanted village.
Cube	Flat entrance. Space between shelves to manoeuvre. Some furniture may need manoeuvring to support movement around the classroom.
Field	Available for all pupils.
Golf course	Available for all pupils.
Zip Wire	Available for all pupils. Support would be needed to lift pupils onto the seat.
Muga	Available for all pupils.
Forest area	Available for all pupils.
Swimming Pool	The swimming pool is fully wheel chair accessible with ramps and flat floors. There is a disabled toilet available. Access to the pool is with gradual steps down with rail support.
Entrance	Children can only enter the school using the ramped entrance on KS2 corridor. Entrance to Key Stage 1 via the main office- automatic doors added to support.

Target	Strategies	Timescale/monitored by
Allow for disabled access from KS1 to KS2 in case needed.	Investigate the cost for a ramp to be put in on the corridor connecting KS2 and KS1 and at playground entrances. Keep corridors clear for wheelchair access if needed.	Temporary ramp in place if needed. Site staff and Senior Leadership Team.
Maintain safe access for visually impaired pupils.	Check that the edges of any steps are clearly marked. Check exterior lighting is working on a regular basis.	Ongoing. Site staff.
Remove any barrier in corridors to allow for wheel chair access if needed.	Ensure all corridors remain obstruction free through daily monitoring.	Ongoing. All staff.
To ensure that adaptations made to the building support wheelchair access.	Take account of legislation during the planning process and work closely with the contracted company building the structures.	Principal and site managers.

The school is spread over two levels. Wherever possible during recent renovation the school has, and will continue to, incorporate measures to improve the standard of facilities in line with legislation. If a staff member or child is admitted to the school with an accessibility issue a risk assessment will be carried out and where practical, measures will be put into place to assist their accessibility.