Sheen Mount Primary School Accessibility Policy

Reviewed: Autumn 2024

Next Review: Summer 2025

1 DOCUMENT STATUS, REVIEW SCHEDULE AND PUBLICATION FORMAT

1.1 DOCUMENT STATUS

Department for Education (DfE) status[1]: statutory document

Adoption body: the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the head teacher. Sheen Mount Board of Governors delegated this responsibility to the Resources committee.

1.2 REVIEW SCHEDULE

The accessibility policy is reviewed and reported on annually.

Date for latest review: Autumn 2024. Next review: Summer 2025.

A review will be made every year during the summer term to assess whether any existing or incoming pupils with a disability are or would be placed at a substantial disadvantage. The school will consider as part of this assessment whether any reasonable adjustment can and should be made to overcome the disadvantage. This will be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and, to the extent reasonable and to the extent it contributes to accessibility, any preferences expressed by them or their parents.

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[1] https://www.gov.uk/government/publications/statutory-policies-for-schools

An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. For instance, a school may wish to publish its accessibility plan within an equality and diversity policy. A school's accessibility policy should be available on a school's website.

Sheen Mount's Accessibility Policy is a free-standing document, which is available on the "Policies" page of the school website: http://www.sheenmount.richmond.sch.uk/policies

2 INTRODUCTION

Sheen Mount Primary School is committed to providing an inclusive environment that ensures access to education and participation for all students, staff, parents, and visitors, regardless of their physical, sensory, intellectual, or emotional needs.

Sheen Mount Primary school does not unlawfully discriminate against pupils because of – amongst others - their disability. This is in accordance with the **The Equality Act 2010**[2], which came into force on 1 October 2010 and replaced all existing equality legislation, including the Disability Discrimination Act (DDA). This Accessibility Plan was drawn up to ensure that the school is meeting its duties under the public sector equality duty (PSED). It should be seen in conjunction with the school's Equality Policy and Special Educational Needs Policy [3].

Objectives

- Ensure that all students have access to a broad, balanced, and relevant curriculum.

- Remove barriers to participation and learning.

- Foster an inclusive environment that respects and values diversity.

- Promote equality of opportunity for all members of the school community.

3 TARGET GROUPS

This policy sets out the school's plan to increase accessibility for people with disabilities. In this context, this plan is particularly aimed at:

- existing and prospective pupils, and

- existing and prospective adult members of the school community.

Disability is defined in section 6 Equality Act 2010 as: "a physical or mental **impairment** that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities".

The school identifies pupils with disabilities through teacher observation and engagement with parents or other professionals including previous settings. The needs of pupils are recognised through the provision planning process. This is recorded by the Inclusion Leader on our management information system. Prospective staff members are asked about any accessibility or other adjustment needs as part of the recruitment process. The school knows of parent disabilities when it is informed of them.

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[2] http://www.legislation.gov.uk/ukpga/2010/15/contents
[3] http://www.sheenmount.richmond.sch.uk/policies

4 PHYSICAL ENVIRONMENT

4.1 CURRENT ENVIRONMENT

The school site is currently accessible for the majority of pupils, staff, governors and members of the school community. Over the years the school has taken many measures to improve the physical environment for people with disabilities.

The school's main building was constructed in the 1950s. It has been significantly modified over the years to house 12 classrooms over two floors. The original hall was also doubled in size with the build of the Berners-Lee Hall. In 2015 an additional wing was built to house 6 additional classrooms and an SEN room. A separate block was constructed to house three Reception classrooms and a smaller hall space (the "Studio Hall") was added.

All changes were made respecting the building regulations in place at the time they were constructed with regard to accessibility, in particular Part M (Access to and Use of Buildings) of the Building Regulations (2004). These regulations mainly relate to the basic requirements for accessible entrances, doors, reception areas, corridors and passageways, for passenger lifts, wheelchair spaces and the provision of toilets and other sanitary facilities. There are two wheelchair-accessible lifts to the second floor and evacu-chairs fitted to all staircases.

The more recent buildings also respect stricter rules on sound absorption. The ceiling in the original part of the hall was changed in the summer of 2017 with more sound-absorbing panels.

The music room is the one area of the school which is fully inaccessible for wheelchair users. It is located on the second floor of the original building, which is only accessible by a staircase. Several assessments have been made as to how this room could be made more accessible but due to the physical configuration and location of the room no feasible solution is as yet available. In the meantime, the use of this room will be avoided for all individuals (and groups containing individuals) who would find it difficult to independently access the room. A class can be moved easily to an alternative room that is accessible by moving instruments etc.

4.2 PLANNED MEASURES

4.2.1 Provide a private changing area with changing table for a pupil with intimate medical needs in the Reception block for 2024/2025 and within the main school building for 2025/2026 onwards. Refurbishment of girls' toilets to include adaptation of changing area to include sink and door to provide privacy.

- Success criterion: physical locations and table resource provided
- Responsible: School Business Manager/ Inclusion Manager
- Timescale: Reception facilities by Sept 2024, facility in main building by Sept 2025
- Resource implications: Budget for table and financing of changing area within toilet refurbishment project
- Evaluation and monitoring: Headteacher
- Training needs: Changing table use training

4.2.2   Provide additional accessible toilet facilities with child sized WC

- Success criterion: Accessible facilities available
- Responsible: School Business Manager/Inclusion Manager
- Timescale: ASAP (within toilet refurbishment project)
- Resource implications: within project budget
- Evaluation and monitoring: Headteacher
- Training needs: None

4.2.3   Fit evacu-chairs to both staircases in LKS2 block

- Success criterion: Evacu-chairs fitted
- Responsible: School Business Manager
- Timescale: As soon as pupil or adult with this need joins the school community
- Resource implications: TBC
- Evaluation and monitoring: Headteacher
- Training needs: Evacu-chair use training

4.2.4   Improve accessibility needs for disabled people who are not wheelchair users

In a school environment, the additional needs that need to be considered are people with sensory impairments (e.g. visual, hearing), people with learning disabilities, neuro-diverse people, people with restricted growth syndrome and people with dementia. The school will make a detailed assessment as and when a child or adult with needs shows interest in joining the school community to ensure that the person feels welcome and that their needs are met.

- Success criterion: individual able to access and use school facilities easily and safely
- Responsible: Inclusion Manager / School Business Manager
- Timescale: as and when required
- Resource implications: TBC
- Evaluation and monitoring: Headteacher
- Training needs: TBC

4.2.5   Assess the need for accessible signage

- Success criterion: individuals able to find their way around the site
- Responsible: Inclusion Manager / School Business Manager
- Timescale: ASAP
- Resource implications: TBC
- Evaluation and monitoring: Headteacher

- Training needs: TBC

4.2.6 Provision of hoist in swimming pool

- Success criterion: hoist available to allow access to swimming lessons for child with disability
- Responsible: Inclusion Manager / School Business Manager
- Timescale: By Summer Term 2025
- Resource implications: Financial cost to be identified (not currently in school budget)
- Evaluation and monitoring: Headteacher
- Training needs: Swimming tutors/ TA support to be trained

5 PARTICIPATION IN THE CURRICULUM

5.1 CURRENT ENVIRONMENT

Staff members are aware of the need to ensure that pupils with a disability are able to access the full curriculum, including extra-curricular activities, school visits and residential school journeys, visiting theatre groups, sports days, breakfast clubs, etc. Risk assessments and personal evacuation plans are made with the aim to ensure that all pupils are able to participate and that the necessary measures are in place that will allow their full participation while mitigating any related risks.

The school is constantly reviewing the curriculum to ensure that it meets the needs of the pupils for whom it is intended. Individual provision maps for children with accessibility issues clearly identify the needs, the provision, the staff members and external support services involved. A multi-disciplinary group led by the inclusion leader and involving the class teacher, feeder schools, parents and other professionals who work with the individual pupils, draws up the provision maps. The map is discussed informally on a regular basis and formally through multi-disciplinary meetings and annual reviews led by the Inclusion Manager.

For each aspect, there should be short and long term targets (end of key stage).

- Success criteria should be included
- The plan should identify who is responsible for each target
- Timescales for completion must be indicated
- Systems of evaluation and monitoring must be included

5.1.1 Ensure reasonable adjustments are in place so that pupils can access all activities including trips, visits and after-school and break-time activities.

- Success criterion: Reasonable adjustments made to ensure pupils with specific needs can participate to the activity
- Responsible: Inclusion Manager
- Timescale: On going
- Resource implications: TBC

- Evaluation and monitoring: Headteacher
- Training needs: TBC

5.1.2 Ensure that transition from setting to setting is carefully planned and personalised for pupils or students with SEND

- Success criterion: successful transition
- Responsible: Inclusion Manager
- Timescale: On going
- Resource implications: TBC
- Evaluation and monitoring: Headteacher
- Training needs: TBC

6 INFORMATION AND COMMUNICATION

To facilitate access to information and communication for pupils and the wider school community the school will:

- Ensure that all information is available in accessible formats, such as large print, Braille, audio, and easy-read versions.
- Provide communication aids and services, such as sign language interpreters, when needed.
- Maintain an accessible school website that complies with current web accessibility standards.
- Offer translation services for non-English speaking parents and guardians.

7 STAFF TRAINING AND DEVELOPMENT

As part of the school's commitment to ensuring an accessible and inclusive environment the school will:

- Provide regular training for staff on inclusive practices and the specific needs of students with disabilities.
- Ensure staff are aware of their responsibilities under this plan and relevant legislation.
- Encourage a culture of empathy, understanding, and respect for diversity within the school community.
- Offer translation services for non-English speaking parents and guardians.

8 INVOLVEMENT AND CONSULTATION

- Students with disabilities, their families, and relevant external agencies will be involved in the planning and review of accessibility measures.
- Feedback will be sought on a regular basis from the school community to improve accessibility and address concerns.

9 RESPONSIBILITIES

- The Governing Body is responsible for ensuring compliance with this plan and relevant legislation.

- The Headteacher is responsible for the implementation and monitoring of the plan.

- All staff are responsible for promoting and adhering to the principles of accessibility and inclusion.