

Southbury Primary School



Dream Big, Fly High!

ACCESSIBILITY PLAN 2024-27

Date: September 2024

Review Date: Annually in September – next review September 2025

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 Southbury Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. 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:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils

Links with other policies

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

Equality Policy

Health and safety Policy

Special educational needs (SEN) information report

Special Educational Needs Policy



Baseline Audit

Curriculum:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- Information obtained on future pupils to facilitate advanced planning gathered by ensuring that a home visit is carried out to all future pupils as well as gathering information from previous placements – includes pupils entering the Foundation stage in Nursery or Reception
- Well established procedures for the identification and support of pupils with Special Educational Needs
- Detailed pupil information on SEN pupils given to relevant staff
- All SEN pupils have their own personalised learning plan (Pupil Passport) with pupils and parents involved in target setting
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher
- Close working relationship[s] with external agencies established (e.g. EP CAMHS etc.)
- Speech and Language groups run by ELKLAN trained staff
- Core skills and Funky Fingers sessions for coordination development
- SEN Friendly Classrooms with visual timetables
- Widget and Makaton signed environment in Reception/Nursery
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary)
- High quality curriculum to enable all pupils to feel secure and make progress
- Learning Assistants deployed to implement specific literacy, numeracy and speech & language programmes
- Risk assessments are carried out for all school trips
- Individual risk assessments are put in place for pupils with a high level of need
- Toilet training
- Happy Eaters table in the lunch hall for children with additional needs around food

Physical Environment:

- Each playground is accessible for wheelchairs
- Ramps allow wheelchair access from playgrounds into the Junior corridor and admin block - Infant building is accessible
- Disabled toilet with shower room and provision for nappy changing
- Corridor lighting to support visual impairment
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises

Other facilities / provision, including access to information

- 'Can do' ethos and positive approach
- Open door policy
- Health care plans
- Many staff are Epipen / Buccolam / Diabetes trained
- Teaching staff experienced and trained to support children with ASC/D
- All staff trained on personalised learning
- Staff training led by SENCo, includes training for trainee teachers and support staff
- Referrals to Cheviots joint service for disabled children
- DAZU Young Carer's counselling subject to referral and availability
- Letters available at request in large print
- SEN Parents coffee mornings held regularly

Provision of information to pupils with a disability:

- This is currently provided by review meetings, parent's evenings and meetings with external agencies as required
- The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information
- Parents of children with Education Health and Care Plans/Special Educational Need due to attend Southbury are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for

Targets and outcomes

During the academic years 2024-27 we intend to:

Strand 1

Further ensure access for disabled pupils to the curriculum

- Ensure the new curriculums are fully accessible to all learners
- Improve differentiation in the classroom
- Providing information/access to resources for new staff re: inclusive practice in classroom organisation, teaching and learning strategies
- Continuing to support communication friendly classrooms
- Investment in LA training cycle to continue to raise the awareness of SEN/Disabilities
- Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner
- Analysing extra-curricular provision to ensure participation for children with SEND
- Ensuring that all staff are provided with training on disability issues
- Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum
- Improve SEN Pupil Voice

Strand 2

Improving access to the physical environment

- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

Strand 3

Improving the delivery of written information to disabled pupils

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats
- The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through yearly monitoring and evaluation process

Monitoring and Evaluation

- Analysis of progress and attainment data – sent to governors termly
- Feedback from parents and health professionals regarding specific children
- SIP and self-evaluation scrutiny
- Review progress annually

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
STRAND 1	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs	Ensure regular LA training cycle continues to raise the awareness (half-termly)	SLT	All support staff will feel confident in their knowledge of SEN/disabilities and will feel able offer different types of support strategies	By July 2025
	LA audit of awareness and ideas to support	Asst. Head Inclusion	Support staff knowledge will improve as evidenced by the audit follow up	By April 2025
	To include in SEN area on shared network a range of strategies to support pupils with a variety of needs e.g. dyslexia, ADHD, speech and language difficulties, etc.	Asst. Head Inclusion and SLT	All staff are confident in their ability to support children with a variety of needs	By December 2024
	To ensure all LAs employed to support children with Autism access appropriate training from the Enfield Advisory Service for Autism within the first term of employment in that role	Asst. Head Inclusion	Evidence of training collected	Ongoing

	To further improve the ordinarily available provision in the classroom so that the needs of all students are fully met	SLT	Continue to develop whole school training to promote high quality teaching Focus on differentiation for lesson observations and learning walks Focus on the use of classroom additional adults	By July 2026
	To ensure children with a EHCP and a diagnosis of autism are tracked and monitored using the new Autism Education trust tracker	SLT	New Achievement tracker established and placed on shared drive for easy access by teachers.	Ongoing
To improve explicit tracking of SEN achievement and feeding back to teachers	To review and amend Pupil Passports in order to incorporate additional support and interventions in place for SEND pupils.	SLT	Class provision maps updated half-termly and scrutinised by SENCO and SLT	July 2025
To ensure we hear the pupil voice of those children with SEN/disabilities	To include all pupils with SEN in the termly review of their Pupil Passports To use 'talking mats' to enable all pupils to participate For all pupils with a disability to have enhanced transition support when they move to a new class.	Asst Head Inclusion	Pupils with disabilities feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with pupils, families and relevant staff.	Dec 2025

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be. .	Premises staff and SLT	For all pupils and staff to be able to move around outside the building easily and safely	Ongoing
	Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	SENCO	All pupils have equal access to a broad and balanced curriculum	Ongoing
	Carried over from previous plan Headteacher, (SLT) and governors along with premises staff, to walk around the school site to see how it would look like to a visitor / new parent arriving on site.	SLT and governors and premises staff	Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	Ongoing
		SLT and governors and premises staff	Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	Ongoing

ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS
STRAND 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources	Classteachers /SENCO	Pupils will be able to communicate their wants and needs.	By Dec 24 and ongoing
	Ensure all staff have access to widgets/CIP if needed.	SENCO	Staff can prepare high quality visuals	By Dec 41 and ongoing
	To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.	Classteachers /SENCO	Pupils will be supported in their language development.	By Dec 24 and ongoing
	Social Stories to be used as necessary to aid children’s transitions and as required at other times	Classteachers /SENCO	Pupils will be supported during times of change.	By Dec 24 and ongoing
The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process.	SEN Governor and SENCO (Asst Head Inclusion) will update this audit of accessibility annually	Asst Head Inclusion	Accessibility plan is regularly reviewed and updated	July 2025

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	X	
Are your classrooms optimally organised for disabled pupils?	X	
Do lessons provide opportunities for all pupils to achieve?	X	
Are lessons responsive to pupil diversity?	X	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	X	
Are all pupils encouraged to take part in music, drama and physical activities?	X	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	X	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	X	
Do you provide access to computer technology appropriate for students with disabilities?	X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	X	
Are there high expectations of all pupils?	X	
Do staff seek to remove all barriers to learning and participation?	X	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		x
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		x
Are areas to which pupils should have access well lit?	x	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	x	
Is furniture and equipment selected, adjusted and located appropriately?	x	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you 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?	x	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	x	
Do you have the facilities such as ICT to produce written information in different formats?	x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	