

SKELTON SCHOOL

SCHOOL ACCESS PLAN

- In drawing up the Access Plan the following were consulted:
 - SEN governor
 - SENCO
 - Headteacher
 - Governing Body

Signed:

_____ Chair of Governors

_____ Headteacher

- Reviewed : February 2022

Date of next review : February 2025

- Senior member of staff responsible for Access Plan: Fiona Rudd
- Linked policy documents:

Policy for Special Educational Needs
Equal Opportunities Policy
PSHE and Citizenship Statement
Curriculum Policy
Behaviour and Discipline Policy
Admissions Policy

Statement	Evidence	Action Required
<p>The layout of areas allows access for all pupils, such as</p> <p>Academic areas: eg, classrooms, Learning Lodge</p> <p>Sporting Areas: eg, outdoor sporting facilities, Learning Lodge, village hall</p> <p>Social areas: eg, dining hall, reception</p> <p>Play areas: eg, playground, play areas</p>	<p>Ramped access to main door</p> <p>Most doors are wide enough for wheelchair access</p> <p>Ramped or level access to school playground and field. Village Hall is used for PE lessons in the winter and this is now fully accessible for disabled people, including wide doors at ground level and a disabled toilet.</p> <p>Most doors are wide enough for wheelchair access.</p> <p>Sheltered areas created in playground.</p> <p>Ramped access to school playground. Coloured ramped access directly from KS1 classroom to KS1 enclosed play area. Safety surface on grassed areas assists less mobile children.</p>	<p>Ongoing as school improvements take place</p> <p>Ongoing as school improvements take place</p> <p>Ongoing as school improvements take place.</p>
<p>Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and steps</p>	<p>Two ramps now in place for access. Most doors are wide enough for wheelchair access.</p>	<p>Ongoing as school improvements take place.</p>
<p>Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.</p>	<p>No hoist in place but the disabled toilet would have room to accommodate a small changing bed if needed.</p>	<p>To be reviewed as necessary. Ongoing as school improvements take place.</p>
<p>Pathways around school are safe and well signed. Parking arrangements are logical and safe.</p>	<p>All outside areas are flat or ramped. Nursery wall shortened for safety reasons. Parking area safe. Transport for disabled children could reach bottom of access ramp.</p>	
<p>Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory.</p>	<p>Alarms are auditory. Regular fire drills take place. Fire inspections have taken place.</p>	<p>Fire Inspector to be asked about visual alarms.</p>
<p>Tactile signs, including lifts with tactile buttons help disabled learners to use the building.</p>	<p>Not in place. Don't have any lifts.</p>	<p>Signage to be reviewed and introduced should the need arise for any disabled or SEN child.</p>
<p>Signs are uncomplicated and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment, autism or epilepsy</p>	<p>School has been decorated so that most areas contain at least 2 contrasting colours.</p> <p>Coloured strips demarcate the edge of steps to the front and rear doors.</p>	
<p>All areas are well lit</p>	<p>Good natural light throughout the school provided by large windows and skylights. Light fittings in all classrooms which are responsive to ambient light.</p>	

<p>Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.</p>	<p>All doors are soundproofed All classrooms are carpeted</p>	
<p>Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc</p>	<p>Furniture is not adjustable but is at sufficient height for disabled children in all classrooms.</p>	<p>Suitable furniture and/or equipment to be purchased as required should the school have a disabled child enrol.</p>

Appendix B – Curriculum Access

Statement	Evidence	Action Required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	SENCo is trained to deal with a range of issues and attends regular courses. One TA is experienced in working with children with ASD.	Further training as necessary to be undertaken should the need arise. Keep in touch with changes in legislation.
Classrooms are optimally organised for disabled pupils.	All classrooms are large and accessible. Pupils with concentration difficulties sit close to the teacher.	Re-organisation of classrooms could take place should the need arise.
Lessons provide opportunities for all pupils to achieve, ie are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	Teachers adapt classroom teaching as necessary.	Continual monitoring of pupil needs.
All pupils are encouraged to take part in music, drama, and physical activities	All lessons are fully inclusive and there are regular opportunities.	Ongoing monitoring
Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	Extra support in literacy and numeracy is received by SEN pupils. Other support available as required. At times when there is a requirement to wear a face covering, staff working with SEN children will wear a clear face visor rather than a mask that covers the mouth.	Ongoing monitoring.
All staff plan for additional time required by some disabled pupils to use equipment	Pupil needs monitored and extra support offered as necessary. Enlarged print is used where necessary.	Ongoing monitoring.
Disabled pupils who cannot participate in particular activities are given alternative experiences, eg some forms of exercises in PE/sport	Pupils with disabilities are included through the offering of alternative exercises or tasks as appropriate.	Ongoing monitoring.
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Not in place as not necessary at this time. Access as required.	Ongoing monitoring of equipment with additional hardware/software to be purchased as appropriate.
School visits, including foreign visits, are accessible to all pupils, regardless of attainment or impairment	All school visits are fully inclusive but suitability is discussed with parents where necessary.	Ongoing monitoring.
All staff have high expectations for all pupils	All pupils are expected and encouraged to reach full potential.	Ongoing monitoring.
All staff strive to remove barriers to learning and participation	Through differentiation of work and extra support as necessary.	Ongoing monitoring.

Appendix C – Access to Information

Statement	Evidence	Action
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, eg, positioning when talking to a hearing impaired learner.	SENCo monitors pupils' needs and works with staff accordingly	Appropriate training for staff etc to be undertaken when need arises
All written communication follows an agreed house style using an appropriate font and size, eg, Verdana size 12 or larger.	All communications to children are in appropriate size, font and format and can be altered should the need arise. Information is also shared via the school website and Facebook where appropriate.	Ongoing monitoring.
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	All communications to pupils and parents / carers are in clear, simple language and format.	Annually reviewed.
The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc	Information is made accessible for all relevant groups by using a variety of delivery styles. Parents are offered appointments via Zoom if necessary or requested.	Ongoing monitoring.

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Improving the Physical Environment of Schools

Targets	Strategies	Outcome	Time frame	Goal Achieved
<p>To review regularly and at least annually as part of the SIP, all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities. Continue implementation of plan.</p>	<p>To track progress against original School Access Plan objectives.</p> <p>To update the LA on progress and works carried out as part of AMP reviews.</p>	<p>Full physical access to the school and curriculum</p> <p>Regular review of premises</p> <p>Access plan progress reported within School Prospectus and in separate communication to existing parents.</p>	<p>Annually</p>	
<p>To create a more suitable play area for Reception and KS1 children who may have visual impairment or mobility difficulties.</p>	<p>Install new play equipment that enables easier circulation in the play area using vibrant colours which are more visual to sight-impaired children.</p>	<p>Construction of new play equipment. All children can make use of the play area as there will be good access and adequate space for wheelchairs.</p>	<p>2021/22</p>	

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Increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Outcome	Time frame	Goal Achieved
Raise attainment and increase enjoyment for pupils with special needs	Termly meeting to consider special needs identification and provision for any pupil	Identified children make more rapid progress in curricular and other targets	Termly	
Annually review risk assessment relating to manual handling.	Monitor school needs and review as necessary	Training to be carried out for relevant staff regarding physical handling of children with special needs where appropriate.	Annually	
Ensure teaching assistant support is used effectively	Annual PM meetings to review TA roles and responsibilities Termly meeting to review allocation of TA time and teaching groups/individuals	Available TA time and expertise is monitored and evaluated regularly	Ongoing	
Training for teacher(s), TA(s) in low incidence needs as appropriate eg ASD	SENCo to monitor training needs	School staff able to cater for current pupil needs	Ongoing	
Teachers make use of a range of teaching styles and differentiate according to learning styles	Identify training opportunities for whole school staff participation, discussion and implementation	Teachers use a repertoire of teaching styles and provide opportunities to accommodate a range of learning styles	Ongoing	

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Improving the delivery of information to disabled pupils

Targets	Strategies	Outcome	Time frame	Goal Achieved
Review availability of written material in alternative formats	If required contact SEN Service / LA for information re adapting written materials into alternative formats	Ability of school to ensure availability of material in alternative formats as required	As necessary	
Annually review school's ability to be able to produce large print transcriptions	To produce materials in large print	School to produce large print materials as required for students	As necessary	.
Annually review need to produce symbol materials	If required purchase appropriate software and training in production of symbol materials	School to respond immediately to needs of pupils requiring pictorial support materials	As necessary	
To maintain above practice and review on annual basis	Ask parents/carers if they prefer communications to be sent from school in a different format	Information available for parents/carers and pupils in a variety of formats eg written communication, email, Facebook, website. Parents invited to discuss verbally if necessary.	Ongoing	