



SANDHURST
— PRIMARY SCHOOL —

‘Aim High Be Happy’

Accessibility Policy

Policy Control	
Responsible Person:	Headteacher
Responsible Governors:	FGB
Approved by Governors:	November 2022
Date due for review:	November 2024

Our school policies are written with the objective of continuously improving the school in our aim of realising the school’s vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values

Enjoyment Challenge Friendship Independence Confidence Resilience

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

Accessibility Plan 2022-24 Sandhurst Primary School

1. Legal background

The Disability Discrimination Act (as amended by the Special Educational Needs & Disability Act 2001) requires all schools and LEAs to plan to increase the accessibility of schools for disabled students. LEAs must prepare an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan. From September 2002 schools and LEAs are required to start formulating accessibility strategies and plans. They must have written documentation covering an initial period of three years in place by April 2003. Both schools and LEAs are required to plan for:

Improving access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 1999 and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

Increasing access for disabled students to the curriculum

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits. LEAs may be able to help schools by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

Improving the delivery of written information to disabled students

This covers planning to make written information normally provided by the School to its students available to disabled students. Information should take account of students' disabilities and parents' preferred formats and should be made available within a reasonable timescale. LEAs may help schools by organising central support services to provide information in alternative formats. LEAs may also encourage schools to share information and expertise. The LEA must consult with schools and dioceses when preparing its accessibility strategy. LEAs and schools have a duty to review their strategies and plans, revise them if necessary, and to implement them. LEAs and schools should prioritise resources for implementing their strategies and plans.

Maintained schools must make their plans publicly available in their governors' annual report to parents. LEAs are required to make their strategies available for inspection to interested parties at reasonable times.

2. Definitions

The Disability Discrimination Act describes a disability as “a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities.”

Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability. Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for, statements of Special Educational Needs, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

1. This Accessibility Plan has been drawn up in consultation with the staff and governors of the School and covers the period from September 2020 – September 2022.
2. This statement sets out the ways in which Sandhurst Primary School provides 'access' to education for pupils with a disability.
3. Sandhurst Primary School has good physical access – built in 1909 on a single site and single storey with wide corridors and doorways, most of the building is carpeted and when planning for future building work access for pupils with disabilities is always a consideration. We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. Sandhurst Primary School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the School. The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;
 - Improve access to the physical environment of the School;
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities.

5. It is acknowledged that there will be the need for ongoing awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Single Equality Scheme
- Health & Safety
- AEN Policy
- Behaviour Policy

8. The School will work in partnership with Kent local education authority in developing and implementing this plan and will adopt in principle the “LEA Strategy for Accessibility”.

9. The School plan will be monitored by the committee of governors.