Seven Sisters Primary School

# Accessibility Plan 2023-2025

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| Last Reviewed | March 2023 |
| Ratified on | 27th April 2023 |
| Review | March 2025 |
| Signed by Chair of Governors | |

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in paragraph 3 of Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Seven Sisters Primary School plans, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan is drawn up to cover a three-year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to achieve our aims to:

1. Improve access to the **physical environment** – This is concerning the improving of the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school

2. Increase access and participate in the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids** and equipment, which may assist these pupils in accessing the curriculum.
3. We recognise that need to make sure that where needed, that disabled pupils have **access** to information e.g. from use of symbols and signing, visual timetables, interpreters where needed etc.

The Action Plan for physical accessibility relates to the Access Audit of the School (appendix 1), which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit is revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The table below sets out how the school will achieve these aims in the period 2023-2026

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs & Disabilities (SEND) Information Report
- Safeguarding & Child Protection Policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. Risk Assessments, Return to Work procedures
- Wellbeing Policy

This plan itself will also be used to advise and inform other school planning documents and policies.

**Main school**

| Feature | Description | Actions to be taken | Who is responsible? | Date to complete actions by |
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| Number of storeys | The main school building is a 2 storey building with a mezzanine. | Not possible | Not applicable | Not applicable |
| Corridor access | There are two main corridors that are approximately 2 metres in width. Six Staircases from each corridor are narrower and provide access to the storeys and mezzanine floors. | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 5 and 7 years – 2026 |
| Lifts | No lifts in school due to the age of the building | Not possible | Not applicable | Not applicable |
| Parking bays | There are approximately 24 parking spaces in the carpark. | School are to reconfigure parking bays and are to consider a suitable place for a disabled/accessible parking space | SLT<br>Site Team | Ongoing |
| Entrances | There are 15 entrances to the school. Two are ramped | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 5 and 7 years – 2026 |
| Ramps | There are two ramp access entrances – Year 2 classroom and the main reception (Front office) | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 5 and 7 years – 2026 |
| Toilets | Adult: 15 toilets (1 of which is accessible for a wheelchair)<br>Children 28 toilets none are accessible for a wheelchair | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 5 and 7 years – 2026 |
| Reception area | There is space for a wheelchair user but the desk is high up with currently no lowered section for wheelchair users | Local Authority have started a priority 1 capital programme with the school which will be looking at making the Reception area more accessible | Local Authority | Between 5 and 7 years – 2026 |

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| Internal signage | All staircases are appropriately labelled for emergency procedures<br>There are signs written in a range of languages used for various areas of the school<br>Fire exit and evacuation signs are clear.<br>Clear cupboard contents signage in place.<br>Pictorial signs are also in use. | Signage to be constantly monitored to ensure suitability and obvious to stakeholders | SLT<br>Site Team | Continuous |
| Emergency escape routes | Fire exit and evacuation signs are clear.<br>Emergency bulk head lighting in every room, corridor and cupboard<br>Evac chair is stored in the medical room for use of any person in the medical room. | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 5 and 7 years – 2026 |

**Nurture/SEMH provision**

| Feature: | Description | Actions to be taken | Who is responsible? | Date to complete actions by |
|---|---|---|---|---|
| Number of storeys | One storey building | Not possible | Not applicable | Not applicable |
| Corridor access | Wide enough for a wheelchair up until the annexe. | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 5 and 7 years - 2026 |
| Lifts | None needed | Not possible | Not applicable | Not applicable |
| Sensory Room | Local Authority and Nurture staff have started to resource a Sensory Room | To continue to develop areas in the provision to support high level needs of children with complex SEND/Trauma/SEMH | Local authority SLT | Between 2 and 4 years – 2026 |
| Entrances | four entrances | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 2 and 4 years – 2026 |
| Ramps | Two ramps but not fit for purpose (too steep) | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 2 and 4 years – 2026 |
| Toilets | Two adults (including 1 disabled toilet)<br>Three children's toilets | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 2 and 4 years – 2026 |
| Internal signage | Rooms are mostly signed and range of languages are used<br>Fire exit and evacuation signs are clear. | Signage to be constantly monitored to ensure suitability and obvious to stakeholders | SLT<br>Site Team | Continuous |
| Emergency escape routes | Fire exit and evacuation signs are clear.<br>Emergency bulk head lighting in every room, corridor and cupboard | Local Authority have started a priority 1 capital programme with the school which will be looking at making this area more accessible | Local Authority | Between 2 and 4 years – 2026 |

**Chestnuts Preschool**

| Feature | Description | Actions to be taken | Who is responsible | Date to complete actions by |
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| Number of storeys | Two storeys | Currently, due to the configuration of the house, this is not currently possible. | Not applicable | Not applicable |
| Corridor access | Access is not functional for a wheelchair to access. It is too narrow. | Currently, due to the configuration of the house, this is not currently possible. | Not applicable | Not applicable |
| Lifts | None | Not applicable | Not applicable | Not applicable |
| Parking bays | Shared with the school | School are to reconfigure parking bays and are to consider a suitable place for a disabled/accessible parking space | SLT<br>Site Team | Completed |
| Entrances | Two entrances | Currently, due to the configuration of the house, this is not currently possible. | Not applicable | Not applicable |
| Ramps | None | Not applicable | Not applicable | Not applicable |
| Toilets | Two toilets (one upstairs and one downstairs) neither of which are wheelchair accessible | Currently, due to the configuration of the house, this is not currently possible. | Not applicable | Not applicable |
| Reception area | None | Not applicable | Not applicable | Not applicable |
| Internal signage | Range of languages are used | Signage to be constantly monitored to ensure suitability and obvious to stakeholders | SLT<br>Site Team | Continuous |
| Emergency escape routes | Fire exit and evacuation signs are clear. | Signage to be constantly monitored to ensure suitability and obvious to stakeholders | SLT<br>Site Team | Continuous |

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Completed actions by | Success criteria |
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| Improve and maintain access to the physical environment | School has developed 2 'quiet areas' to support children with emotional and behavioural needs | To continue to develop areas in the school to support high level needs of children with Autistic Spectrum Disorder (ASD) and Social, Emotional, Mental Health (SEMH) | Continue to develop quiet spaces (Calm Room, Buddy Room) | SLT | July 2024 | All quiet areas will be suitably resources for the needs of children with additional sensory and emotional needs |
| | School has started to resource a Sensory Room | To continue to develop areas in the school to support high level needs of children with Autistic Spectrum Disorder (ASD) | SLT to support the sourcing of funding to develop the Sensory Room<br>Work to be completed on the room | SLT | July 23 | Room being successfully used by children |

| Aim | Current good practice | Objectives | Actions to be taken | Person responsible | Completed actions by | Success criteria |
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| Increase access to the curriculum for pupils with a disability | Medium and weekly plans identify support/scaffolds needed for all pupils with additional needs | Ensure that staff training is well matched to meet the needs of pupils. | Audit of pupil needs and staff training planned across the year to meet those needs e.g. emotionally friendly classrooms, use of communication strategies in class. | All staff | July 2023 | Annual pupil, parent and staff questionnaires show positivity about the ability of staff to meet needs of all pupils.<br>Learning walks demonstrate support/scaffolds in place |
| | Curriculum is broad and balanced in order to cater for children with a range of interests and strengths | Continue to embed wellbeing philosophy so that all children can access learning when they are ready to learn. | Positive Relationship Policy has been reviewed<br>Wellbeing Policy to be reviewed and further embedded into daily practice.<br>Further work on whole school curriculum by subject leads to ensure children with needs are able to access the curriculum effectively<br><br>"Walkthru" training for all staff | Senior Leadership Team (SLT) | September 2024 | Seven Sisters School is recognised locally as a place of expertise for supporting pupils wellbeing. |
| | Use of communication aids such as 'Communication in Print' | Ensure that Communicate in Print is being used across all areas of the school. | Ensure during all monitoring that Communicate in Print is being used and is effective. | SENDCO<br>SLT<br>Teachers /TA's | July 2023 | Learning walks and regular monitoring shows 100% teachers meeting the needs of pupils with a range of additional needs |
| | Interventions run on a needs led basis | Develop inclusive, quality teaching & learning | Subject leaders all to lead 1 x staff meeting on 'scaffolding' in their subject area<br>Book and lesson monitoring includes a comment on meeting the needs of all pupils | All TLR holders | Ongoing | Learning walks, pupil progress meetings and regular monitoring shows 100% teachers meeting the needs of pupils with a range of additional needs |

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| | | | Interventions are evaluated in Pupil Progress meetings to ensure children are making adequate progress. | | | |