



SARACENS

BELL LANE

ACCESSIBILITY PLAN

Responsibility of (<i>see policy tracking sheet</i>):	Saracens Bell Lane
Approved by:	Local Governing Body
Date Approved (<i>by above</i>):	7 th October 2024
Next Review due by:	October 2027

Contents

1. Aims	3
2. Legislation and Guidance	3
3. Action Plan	4
4. Monitoring Arrangements.....	9
5. Links with Other Policies.....	9

1. Aims

Saracens Bell Lane (SBL) is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We aim to ensure equality of opportunity for all pupils and staff; it follows that disabled pupils or prospective pupils are not treated less favourably than other pupils or prospective pupils, for reasons relating to disability. We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness, acceptance, and inclusion.

Schools are required under the Equality Act 2010 to have an accessibility plan.

The purpose of the plan is to:

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

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. The school supports any available partnerships to develop and implement the plan.

Our school's Complaints Policy and Procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action Plan

Aim	Current good Practice	Objectives	Actions to be taken	Person Responsible	Completed by	Success criteria
To improve the physical environment in order to increase the extent to which disabled pupils, staff, parents and visitors can take advantage of education and associated services.	<p>The school building has:</p> <ul style="list-style-type: none"> • Accessible washroom • Wide corridors • Blue badge parking spaces available in car park closest to entrance • Conduct an annual audit of school premises, taking into account the specific needs of any stakeholder, either current or prospective. 	To ensure that all pupils/staff/parents visitors are included and can fully access the school site.	<p>Annual audit and update.</p> <p>Personal Emergency Evacuation Plans are in place for pupils and staff, as required.</p> <p>Foldable wheelchair on site if needed by pupils or staff.</p> <p>Doors to be erected either side of stairwells/ fob access.</p>	CFOO	Sept 2024	All pupils, staff, parents and visitors can access the premises without encountering any difficulties.
Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> • Our school offers an adapted/ personalised curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and 	All teachers are able to fully meet pupils' needs ensuring they fully access the curriculum.	<p>Regular review of curriculum through analysis of data, work scrutinised, pupil voice, SEND/EHCP review meetings, lesson observations.</p> <p>Review of curriculum planning for future year groups.</p>	Principal/ SENDCO	Ongoing	The progress of pupils with disabilities will be in line with all pupils nationally.

Discipline

Hard Work

Honesty

Humility

	<p>are appropriate for pupils with additional needs</p> <ul style="list-style-type: none"> • The curriculum is reviewed to ensure it meets the needs of all pupils • SENDCo to provides training and information on adaptation and Strategies. 					
<p>Ensure that knowledge of staff and pupils is current to meet the needs of those with disabilities.</p>	<ul style="list-style-type: none"> • Pupils to be taught about differently abled people as part of the Personal, Social, Health and Economic Education (PSHE) curriculum. 	<p>Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of Epi-pens.</p>	<p>Medical Tracker to be continually updated.</p> <p>Provide training and awareness raising sessions for staff and pupils.</p> <p>Reviewing and training needs of staff annually.</p>	<p>SLT</p> <p>PSHE Lead</p> <p>First aid qualified staff.</p>	<p>Ongoing</p>	<p>Whole school community is aware of issues relating to access and this is reflected in responses to pupil and staff surveys.</p>

<p>To support pupils with disabilities to make good progress.</p>	<ul style="list-style-type: none"> • Pupils, parents and staff involved in the completion of SEND Learning Plans • Evaluation and adaptation of support as necessary • Tracking of the progress made by SEND pupils via the use of standardised tests and assessment data, observations, learning walks and book scrutiny • Continually review policy and procedures relating to SEND. 	<p>Continue to ensure that the needs of SEND pupils are met and seen to be met.</p>		<p>SENDCo</p>	<p>Ongoing</p>	<p>Needs of SEND pupils are addressed by all teachers.</p> <p>SEND pupils feel supported.</p> <p>Data analysis shows impact and progress for SEND pupils in line with expectations and targets.</p>
<p>To improve and maintain the accessibility of written information for all stakeholders</p>	<ul style="list-style-type: none"> • Make written material/communication available in alternative formats, e.g. translated into different languages where appropriate. 	<p>School information available to all</p>	<p>Regular review of school publications. Identify languages required in the first instance.</p>	<p>SLT</p> <p>Pastoral Leaders</p> <p>SENDCo</p> <p>Marketing & Comms Officer</p>	<p>Ongoing</p>	<p>Delivery of information to parents and to carers improved. Increased involvement in the school.</p>

<p>To improve and maintain the accessibility of spoken information for all stakeholders.</p> <p>Improve the delivery of information to pupils with a disability.</p>	<ul style="list-style-type: none"> • To provide interpreters for all pupils and parents/carers identified as English as an Additional Language (EAL) when required • To contact appropriate agencies to provide a translation/ support service for identified pupils and their families. Pupils need to be identified in the first instance • Our school uses a range of communication methods to ensure information is accessible • Device in place for pupils who are hard of hearing. 	<p>Good communication with all, regardless of home language.</p>	<p>Identify languages required.</p> <p>Regular review.</p>	<p>SLT</p> <p>Pastoral leader</p> <p>SENDCo</p>	<p>Ongoing</p>	<p>Pupils and their families can access all information.</p> <p>Good attendance at pupil reviews and meetings.</p> <p>Good academic progress for EAL pupils.</p>
--	--	--	--	---	----------------	--

<p>To ensure all pupils and staff have access to food and water that meet their dietary requirements.</p>	<ul style="list-style-type: none"> • All classrooms have access to a drinking station • Water fountains are available in both KS1 and KS2 playgrounds • Children with dietary requirements are provided with different colour lunch trays for identification (green/red). 	<p>Good channels of communication between all members of the staffing team.</p>	<ul style="list-style-type: none"> • Yellow trays to be ordered to signify additional needs and flexibility during eating times. 	<p>SLT SENDCo</p>	<p>Ongoing</p>	<p>Delivery of information to all staff members.</p> <p>To improve accessibility to food choices for those with additional needs.</p>
<p>To ensure that the school community can access information shared across public and online platforms.</p>	<ul style="list-style-type: none"> • The school website and Class Dojo offers a language translation tool • Staff members identified as speaking additional languages to English • Staff members with an additional language utilised to support meetings or information sharing across the school. 	<p>To ensure that all parents and families have access to translation tools for shared information purposes.</p>	<ul style="list-style-type: none"> • Continue with current practice. 	<p>All Staff</p>	<p>Ongoing</p>	<p>School community can access information shared across public and online platforms.</p>

4. Monitoring Arrangements

This document will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Body (LGB).

5. Links with Other Policies

This Accessibility Plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives Policy
- Special Educational Needs/Disability (SEND) and Inclusion Policy
- Supporting Pupils with Medical Conditions Policy