



Accessibility Plan Adopted: September 2023 Review: September 2026

At Salmestone School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Aims

- To increase the extent to which disabled pupils can participate in the curriculum.
 - To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
 - To improve the availability of accessible written information.
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1. Salmestone School Accessibility Plan has been drawn up based upon information in conjunction with parents, staff, governors of the school and will advise other school documents. The Accessibility plan will be reviewed annually in respect of progress and outcomes and provide a projected plan for the three years period ahead of the next review date.
 2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school's website. We understand that The Kemnal Academies Trust will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.
 3. We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
 4. Salmestones Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need

to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to: a) Increase access to the curriculum pupils with a disability, expanding the curriculum as necessary to ensure 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 provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame; b) Improve access to the physical environment of the school, adding specialist facilities as necessary, this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame; c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. Whole school training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives
 - Health and Safety Policy
 - Special Educational Needs Policy
 - Behaviour Policy
 - School Improvement Plan
 - School Brochure/ Prospectus and Vision Statement
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School (TKAT audit) which was originally undertaken by TKAT and subsequently updated and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school to the end of each period covering this plan in order to inform the development of a new accessibility Plan for the ongoing period
9. Equality Impact assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
10. 10. The School Prospectus will make reference to this Accessibility Plan.
11. The School's complaints procedure covers the Accessibility Plan.
12. The Accessibility Plan will be published on the school's website.
13. The Accessibility Plan will be monitored through the Governing Body Meetings.
14. The school will work in partnership with The Kemnal Academies Trust in developing and implementing this Accessibility Plan.
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

Head Teacher: Thomas Platten
 Designated member of staff: Emma Bracey
 Business Manager: Daniel Moore
 Site Manager: Trevor Leading
 Governor Responsible:

Action Plan 1: Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services					
Target	Strategies	Outcome	Timeframe	By Whom	Goal Achieved
Ensure corridors are free of 'clutter' to ensure free access to all including wheelchair users	-Reduction of corridor furniture - Relocation of lockers to more suitable positions - Rethinking of corridor break out spaces	Ensure that all children are able to move around the school and have access to all areas of learning	Ongoing monitoring - inline with needs of the cohort	Site Manager Overseen by Inclusion Lead	
Improve the delivery of written information to pupils	Range of communication methods to ensure information is accessible. This includes: •Translated letters where necessary and possible Internal signage •Large print resources •Pictorial or symbolic representations Embed use of Braille in the years groups as needed	Ensure that all children have access to and understand information from around the school	Ongoing monitoring - inline with needs of the cohort	Site Manager Inclusion leader SLT	

Action Plan 2: Increasing the extent to which pupils with disabilities can participate in the curriculum

Target	Strategies	Outcome	Timeframe	By Whom	Goal Achieved
Ensure availability of information for parents	-Develop an effective communication tool for all parents to access - e.g. Weduc - Share information in a way that can support all needs - Development of school brochure/website	Improved communication with parent- using all and varied means including leaflets, website and marvellous me	Development throughout the year	Teachers SLT Office Staff	
Appropriate use of specialised equipment to benefit individual pupils and staff	-Discussion of need between Inclusion Manager and teachers at ISR and as appropriate - Increase range of Braille material - Training from STLS on use of specific equipment	-Ensure all children have access to the curriculum and have specialised equipment where needed	At the start of each academic year Ongoing	Inclusion Lead SLT	
Provide training for Teachers/TAs on differentiating the curriculum for disabled students	-Undertake an audit of staff training requirements . -Training around SEN Code of Practice and Mainstream Core Standards	All Teachers/TAs are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Audit - End of Autumn Term 2022 Programme of training in place by Spring 2023 New to staff - Inclusive Teaching PDM - 5/10/22	Inclusion Lead SLT	

Improve the quality of provision for children with specific special needs	-Training around mainstream core standards - SEND approach review - graduate approach - Modelling/Team teaching around Inclusive teaching strategies - Ongoing review of support/provision plans	Ensure children are able to make progress and improve outcomes	Ongoing ISR meetings 3xyearly Provision/Support plan review meetings 3xyearly	Inclusion Lead SLT	
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Action Plan 3: Improving the availability of information to disabled pupils and parents

Improve the delivery of information to pupils/parents and pupils with a disability.	Our school uses a range of communication methods to ensure that information is accessible. This includes: Internal signage, Large print resources, Visual stress resources – overlays and tinted paper Pictorial or symbolic representation Makaton Signing	Enable all pupils equal access to the curriculum and other areas of school life such as clubs and trips.	Continue to develop the range of communication methods across the school. Makaton training	Inclusion Lead/SLT	All pupils are able to fully access all opportunities and curriculum experiences, regardless of need. Those with language needs are catered for across the school
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Review of action plan: 2019-2022

Action Plan 1: Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services					
Target	Strategies	Outcome	Timeframe	By Whom	Goal Achieved
Improve wheelchair access to some parts of the building by providing ramps	To set aside monies within Building Maintenance Budget	Wheelchair access will be improved	By end of Spring Term Site	Site Manager Access to	Ramps in office area Ramps onto playground
Provide training for Teachers/TAs on differentiating the curriculum for disabled students	Undertake an audit of staff training requirements .	All Teachers/TAs are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Audit Summer Term 2019 Programme of training in place by Autumn 2019	Inclusion Lead Overseen by SLT	This still should be going as children's needs change
Provide training in Manual Handling	Provide training for all staff	Staff trained in practical techniques of essential manual handling	Current staff to have completed training by end of Spring Term Manual Handling course on Every.	SLT Business Manager	Select staff trained in Team Teach techniques
Administering medication	Review current policy and ensure procedures are followed	First Aiders trained and ensure they are following protocol and procedures.	Training ongoing Policy to be reviewed Spring Term 2021	Business Manager - Office Staff SLT	Most support staff first aid trained. Policy reviewed.
Organise classrooms	Review and implement a	Lessons start on time	Ongoing	SLT/Class teacher	Target Met - continue to

optimally to promote the participation and independence of all pupils	preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	without the need to make adjustments to accommodate the needs of individual pupils			monitor
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