



# Accessibility Plan

Designation	Name	Date	Signature
Headteacher:	Katy Hanna	November 2023	
Chair of LAB:	David Drew	September 2024	

Monitoring and Evaluation	
Original implementation date:	November 2023
Review frequency:	Annual
Last review date:	December 2024
Date of next Review:	December 2025
Review delegated to:	Head and Chair

## Document Version control

Version	Changes made	Date
1.0	Initial set up of policy	November 2023

### SAND Academies Trust

Registered in England: Company Number 11968610

Registered Office: The Milestone School, Longford Lane, Gloucester, GL2 9EU - Telephone: 01452 874000 – www.sandmat.uk

2.0	Review of policy	December 2024

## Introduction

We believe this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors (the Local Advisory Board) are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

Under the Equality Act 2010, a person suffers a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal daily activities.

## Legal Requirements

Every school has a duty to prepare an Accessibility Plan. These plans:

- Must be in writing,
- Must be reviewed and revised, if necessary,
- Must be published by governors,
- Will be inspected by Ofsted, and
- Should cover the whole life of the school and all its policies, procedures and activities.

## Current Provision

Sladewood Academy is a special school providing appropriate education for up to 60 children aged 4-11 years, with a range of special needs including moderate and additional learning needs difficulties, communication and interaction difficulties, cognition and learning needs, sensory and physical needs. The school can also support pupils for whom social, emotional and mental health needs are a secondary need.

All pupils at the school are likely to be deemed disabled under the definition.

Our Vision statement is *"Together we will Thrive"*.

All of our policies, procedures and activities are designed to ensure accessibility to the curriculum for all pupils.

The school is also committed to providing ease of access to all relevant parts of the building and grounds, and equality of opportunity regarding trips, visits, clubs, special events and all school-related activities.

## Main features of the Planning Duty

### **1. To improve the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services.**

Sladewood will be committed to develop access for all. Routes to all parts of the school will be level, with sufficient width to accommodate wheelchair use where necessary.

Further improvements are planned in order to meet the needs of the pupils, and these are addressed in Section 4.

The effectiveness of the premises is reviewed continually, and alterations/improvements made where these are appropriate, possible, relevant and affordable.

### **2. To increase the extent to which pupils with disabilities can participate in the curriculum.**

Sladewood School offers a broad and balanced curriculum, differentiated appropriately according to the age and learning difficulty of each pupil. Schemes of Work, Education plans, Annual Reviews and Pupil Profiles provide detailed evidence of curriculum delivery, teaching and learning, individual targets, additional support and/or therapies and extra-curricular activities.

Core subjects continue to deliver courses that students can access and work next steps of education. Running alongside the academic Programme is a varied and enriched curriculum that not only ensures that children gain key knowledge and skills, but also fulfils their needs to become more independent beyond school. For example, weekly enrichment provision.

The staff team and external providers also provide access to outdoor, physical activities, and utilize opportunities both to the students, and the wider community. Organizations such as All Sorts and Signing and singing are providers that work with Sladewood Academy.

Staff have good OT knowledge with sensory circuit activities timetabled regularly across the school to enable students to access the mental health benefits associated with this activity.

### **3. To improve the delivery of information to pupils with disabilities.**

Staff at Sladewood Academy have a great deal of skill and experience of a wide range of special needs and learning difficulties, enabling them to assess and implement channels of communication appropriate to a class, group or individual pupil.

We use the 5 good communication standards. Which are;

1. There is good information that tells people how best to communicate with me
2. Staff help me to be involved in making decisions about my care & support
3. Staff are good at supporting me with my communication:
4. I have lots of chances to communicate:
5. Staff help me to understand & communicate about my health

We are a Total Communication school, with all staff trained in this discipline. In addition, we utilize Communication in Print to support children in understanding written text through the use of symbols

This is used to support:

- Communication
- Access to learning opportunities such as worksheets, and
- Sharing important messages throughout the school via posters and rule charters.

Staff are also trained in Picture Exchange Communication (PECs) to support spontaneous communication, and the introduction of using language verbally. This training is cascaded to all staff working with children who need this communication tool.

Sladewood has Grid packages to support communication and improve access to learning via technology for those students who would benefit from this resource.

Our school remains focused on communication through speech, the written word, sign language, interactive communication and sensory communication, and remains committed to continuing to help staff and pupils develop effective communication skills of all kinds. This can also be seen from our appointment of our own Speech and language Therapist.

*Staff undergo regular CPD training on disabilities, medical needs and SEN to ensure we offer the best provision for individuals. Some of the training we have taken part in has been Dyphasia, PDA, shine award, Epilepsy, Pica and this is consistently reviewed depending on pupil needs and staff views on training needs.*

### **4. Development and Future plans**

Sladewood is constantly alert to the need to adapt and develop according to the needs of our students, while supporting our staff and parents as fully as possible. Senior leaders will constantly be reviewing provision and premises to ensure that we are best meeting the needs of our cohort of pupils.

Sladewood has currently undergone building work to ensure that it offers a safe and secure setting for our cohort of pupils to open in September 23. We will continue to look at pathways and steps into the site to ensure that it is accessible for all pupils. We have put ramps in for some of our doors to ensure safe access. We have marked areas with yellow tape and lines for those with visual impairment needs.

We have had the floor in the hall replaced to ensure safe service for the children to use.

We are Continue to develop our outside play areas to ensure there is accessible areas that are engaging for the learners of Sladewood. This includes looking at playground flooring, sensory garden and play equipment monitoring to ensure this is accessible for all pupils. Our big project is to create an accessible path/ walkway to the main playground area so the playground is accessibly safe for all of our children.

We are continuing to look at our communication packages and offer and are looking to explore communication grids in all classrooms and ensure all staff have level one Makaton training to improve our communication offer.

We have continued to look at the room environment and make adaptations to the furniture, spaces based on the needs of pupils within our classroom and this is continually under review.