



Sonning CE Primary School

Building strong foundations for the years ahead
(Matthew 7:24-25)



“Unlocking the Future”

TKAT Accessibility Plan

Policy Level and Description:	1	<u>TKAT Statutory Policy</u> NO CHANGES TO THE CORE TEXT ALL Schools require a policy on this topic/area. Only changes to highlighted sections are allowed to the core text – changes will be limited to school name and very limited school-specific details - LGBs to adopt, implement and monitor this policy.	
Reviewed by: (Trust Officer)	Amanda Snow COO	Reviewed by: (School representative)	P Sherwood Headteacher
Approved by: (Trust Committee/Trust Board)	Premises	Approved by: (LGB/LGB Committee)	LGB
Trust approval date: (dd/mm/yyyy)	20/03/2025	LGB/LGB Committee approval date: (dd/mm/yyyy)	12.2.2025
Review due: (mm/yyyy)	03/2028		

Contents

1. Aims	3
2. Legislation and guidance	4
3. Action plan	5
4. Monitoring arrangements.....	9
5. Links with other policies.....	9

This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all pupils and staff within the Trust.

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

1. Aims

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

Our schools' aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Sonning Church of England Primary School, our vision is to equip our children with the skills they need to make positive choices in everything they do. Like the wise man who built his house upon the rock (Matthew 7:24-25), we follow our Christian values to build strong foundations for the years ahead.

Guided by our values of Love, Courage, Respect, Curiosity and Aspiration, we provide a happy, exciting and encouraging environment where children can flourish and develop as individuals. We offer a challenging, broad and relevant curriculum that enables all children (regardless of their background, faith, race, ability or gender) to do their best and achieve well. The same applies to adults and staff working at Sonning Church of England Primary School.

Disability Equality Statement

At Sonning CE Primary School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

At Sonning, we act to ensure that our school does not treat disabled pupils less favourably and takes reasonable steps to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. Staff at the school also work closely with parents/carers and colleagues from other agencies in order to provide the best support possible.

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. [Support from local agencies includes:](#)

- NHS and Reading University Speech and Language Therapist
- NHS Visual Impairment team

- Sensory Consortium
- Educational Psychologist
- Assist
- Occupational Therapist
- School Nurse
- CAMHS

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
-----	-----------------------	------------	---------------------	--------------------	-----------------------------	------------------

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> · Our school offers a differentiated curriculum for all pupils · We use resources tailored to the needs of pupils who require support to access the curriculum · Curriculum resources include examples of people with disabilities · Curriculum progress is tracked for all pupils, including those with a disability · Targets are set effectively and are appropriate for pupils with additional needs · The curriculum is reviewed to ensure it meets the needs of all pupils · special arrangements made for disabled students to participate in school trips · Nurture programmes are provided for some pupils who are suffering from emotional and behavioural difficulties · TAs are assigned to particular groups and individuals to support their learning 	<p>Monitor IPPs and continue to develop to ensure they are always effective for the pupils</p>	<p>SENDCo to undertake follow up training for any emerging needs.</p>	<p>HT</p>	<p>Dec 28</p>	<p>Pupils will achieve well against their criteria</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> · Handrails along stairs and steps · Ramps where appropriate · seating plans are organised according to the needs of individual pupils · disabled car park space for transporting visually impaired and physically disabled students/parents/carers · disabled toilets with emergency alarm loop to main reception to summon assistance if required · yellow markings on doors/door edges to support those with visual impairments · accessibility ramps for disabled students. 	<p>Improve outside pathways so they are more easily accessible for physically disabled visitors, pupils or staff</p>	<p>Consider feasibility of changing slabs for level, tarmac paths.</p>	<p>HT</p>	<p>Dec 28</p>	<p>Access to the field and around the outside of the building is improved for all users.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> · Internal signage · Large print resources · Pictorial or symbolic representations 	<p>Ensure all signage is of the same style / font / size that can be easily read by all.</p>	<p>Check signage with best practice</p>	<p>HT</p>	<p>Dec 28</p>	<p>Visually impaired visitors, pupils and staff will be able to use the same environmental cues as others to access areas of the school independently.</p>

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

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 (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- Supporting pupils with medical conditions policy
- Local Offer