# Sundridge & Brasted CEP School

## Accessibility Audit and Plan

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| **Approved by:** | Governing Body | **Date:** September 2025 |
| **Last Review:** | September 2025 | |
| **Next review due by:** | September 2029 | |

# Accessibility Audit and Plan

## Identifying Barriers to Access: A Checklist

**Section 1:** How does the school deliver the curriculum?

| Question | Yes | No |
|---|---|---|
| Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils? | x | |
| Are your classrooms optimally organised for disabled pupils? | **X** (where possible) | |
| Do lessons provide opportunities for all pupils to achieve? | **x** | |
| Are lessons responsive to pupil diversity? | **x** | |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | **x** | |
| Are all pupils encouraged to take part in music, drama and physical activities? | **x** | |
| Do staff recognise and allow for the mental effort expended by some disable pupils, for example using lip reading? | **x** | |
| Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work? | **x** | |
| Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | **x** | |
| Do you provide access to computer technology appropriate for students with disabilities? | **x** | |
| Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment? | **x** | |
| Are there high expectations of all pupils? | **x** | |
| Do staff seek to remove all barriers to learning and participation? | **x** | |

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**Section 2:** Is the school designed to meet the needs of all pupils?

| Question | Yes | No |
|---|---|---|
| Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils? | | **X Victorian site on a hill so access is limited and cannot easily be adapted** |
| Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers? | | **X (as above)** |
| Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed? | **X where possible** | |
| Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components? | **X** | |
| Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons? | | **X (N/A)** |
| Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy? | | **X** |
| Are areas to which pupils should have access well lit? | **X** | |
| Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment? | **X** | |
| Is furniture and equipment selected, adjusted and located appropriately? | **X** | |

# Accessibility Audit and Plan

**Section 3:** How does the school deliver materials in other formats?

| Question | Yes | No |
|---|---|---|
| Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information? | **X** | |
| Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams? | **X** | |
| Do you have the facilities such as ICT to produce written information in different formats? | **X** | |
| Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities? | **X** | |

# Accessibility Audit and Plan

## SUNDRIDGE & BRASTED PRIMARY SCHOOL

## ACCESSIBILITY PLAN 2025-29

**Aims**

We are an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how Sundridge and Brasted Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures. Our accessibility plans are designed to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services.
- Improve the availability of accessible information to disabled pupils.
- Ensure disabled children or families are not at substantial disadvantage .

With these aims in mind we are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

# Accessibility Audit and Plan

## Baseline Audit

### Curriculum:

- Information obtained on future pupils to facilitate advanced planning gathered by ensuring that a home visit is carried out to all future pupils as well as gathering information from previous placements – includes pupils entering the Foundation stage in Reception. 

- Well established procedures for the identification and support of pupils with Special Educational Needs.

- Detailed pupil information on SEN pupils given to relevant staff.

- All SEN pupils have their own personalised learning plan with pupils and parents involved in target setting.

- Regular whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher.

- Close working relationship[s with external agencies established |(e.g. EP, Early Help etc.)

- SEN Friendly Classrooms with visual timetables.

- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources

- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers if necessary).

- Differentiated curriculum to enable all pupils to feel secure and make progress.

- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes.

- Risk assessments are carried out for all school trips.

- Individual risk assessments are put in place for pupils with a high level of need.

# Accessibility Audit and Plan

**Physical Environment:**

- Our physical environment is not wheelchair accessible and not easily adaptable although Kent
- regularly check this with us.
- Portable Ramps allow wheelchair access from front playground into main school building.
- Disabled toilet.
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

**Other facilities / provision, including access to information**

- 'Can do' ethos and positive approach.
- Open door policy
- Health care plans
- Many staff are Epipen trained
- All staff have completed Allergy Safety Training.
- Teaching staff experienced and trained to support children with ASD.
- Young Carer's service subject to referral and availability.
- Letters available at request in large print.
- SEN Parents pub meeting termly.

# Accessibility Audit and Plan

**Provision of information to pupils with a disability**:

- This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.
- The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Parents of children with Education Health and Care Plans/Special Educational Need due to attend Sundridge and Brasted are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us
- It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for.

# Accessibility Audit and Plan

## Targets and outcomes

**During the academic years 2022-25 we intend to:**

**Strand 1**
**Further ensure access for disabled pupils to the curriculum**

- Ensure the new curriculums are fully accessible to all learners
- Continue to improve differentiation in the classroom
- Providing information/access to resources for new staff re inclusive practice in classroom organisation, teaching and learning strategies
- Continuing to support communication friendly classrooms
- Investment in TA training cycle to continue to raise the awareness of SEN/Disabilities
- Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.
- Analysing extra-curricular provision to ensure participation for children with SEND.
- Ensuring that all staff are provided with training on disability issues.
- Improve SEN Pupil Voice

**Strand 2**
**Improving access to the physical environment**

- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

**Strand 3**
**Improving the delivery of written information to disabled pupils**

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats
- The SEND Governor and SENCO will update the audit of accessibility, and keep it under review through yearly monitoring and evaluation process.

# Accessibility Audit and Plan

**Monitoring and Evaluation**

- Analysis of progress and attainment data – sent to governors annually
- Feedback from parents and health professionals regarding specific children
- SIP and self-evaluation scrutiny
- Review progress annually

# Accessibility Audit and Plan

| ACCESSIBILITY PLAN | INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM |
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| **STRAND 1** | |

| TARGET | STRATEGY | WHO | SUCCESS CRITERIA | TIMESCALE |
|---|---|---|---|---|

# Accessibility Audit and Plan

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| To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs | Ensure regular TA training continues to raise the awareness<br>(termly) | SENCO | All support staff will feel confident in their knowledge of SEN/disabilities and will feel able offer different types of support strategies. | Ongoing |
| | To include an SEN area on shared network a range of strategies to support pupils with a variety of needs e.g. dyslexia, ADHD, speech and language difficulties, etc. | SENCO | All staff will know where to go for information on different types of disabilities. | By July 2023 |
| | To further improve differentiation in the classroom so that the needs of all students are fully met - Check and monitor all plans and provide training where appropriate | SENCO | All children will be receiving optimal education. | Ongoing |
| | Analysing extended school provision to ensure participation for children with SEND. | | | |
| To review patterns of participation in after school clubs for children with SEND | | SENCO | Children with SEN will have clubs and activities that meet their needs. | Ongoing |

# Accessibility Audit and Plan

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| To ensure we hear the pupil voice of those children with SEN/disabilities | To include all pupils with SEN in the termly review of their provision plans where appropriate.<br><br>Ensure representation on school council and other positions of responsibility | SENCO<br><br>SENCO | Pupils with disabilities feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with pupils, families and relevant staff. | Ongoing |

# Accessibility Audit and Plan

| ACCESSIBILITY PLAN | IMPROVING THE PHYSICAL ENVIRONMENT |
|---|---|
| **STRAND 2** | |

| TARGET | STRATEGY | WHO | SUCCESS CRITERIA | TIMESCALE |
|---|---|---|---|---|
| Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary and where appropriate | Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be. . | Caretaker and SLT | For all pupils and staff to be able to move around outside the building easily and safely | Ongoing |

# Accessibility Audit and Plan

| ACCESSIBILITY PLAN | IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS |
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| **STRAND 3** | |

| TARGET | STRATEGY | WHO | SUCCESS CRITERIA | TIMESCALE |
|---|---|---|---|---|
| The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process. | SEND Governor and SENCO will update this audit of accessibility regularly. | SENCO | Accessibility plan is regularly reviewed and updated | July 2025 and ongoing |

# Accessibility Audit and Plan