



## **SET Saxmundham School**

Accessibility Plan Review  
September 2021 - 2022

### Accessibility Plan- Identifying Barriers to Access

Organisational	Complete	In Progress	Under discussion	Not yet addressed
Preparation for entry into school. <b>(Admissions Policy- within the resources of the School, School Prospectus and student information pack)</b>	.			
Grouping of students <b>(by year group and differentiated lesson plans in place plus individual support e.g.accelerated reader/Lexia for catch up)</b>	.			
Homework policy and practice <b>(policy in place)</b>	.			
School discipline and sanctions <b>(reference Behaviour Policy)</b>	.			
Exclusion procedures <b>(reference Exclusions Policy)</b>	.			
School clubs and activities <b>(full access as relevant also reference e.g. Trips &amp; Visits Policy)</b>	.			
School trips, including overseas visits, are made accessible to all students irrespective of attainment or impairment? <b>(Trips policy and risk assessments)</b>	.			
The school's arrangements for working with other agencies	.			
School policies, e.g. anti-bullying, SEN policies, health and safety are in place and reviewed annually.	.			

Physical access	Complete	In Progress	Under discussion	Not yet addressed
Classrooms are organised for disabled students.	▪			
The size and layout of areas – including all academic, sporting, play, social facilities: classrooms, the assembly hall, restaurant, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all students	▪			
Students 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.		•		
Pathways around the school site and parking arrangements are safe, routes logical and well signed.	▪			
Emergency and evacuation systems are set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components.		•		
Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.				•
The décor or signage is not confusing or disorientating for disabled students with visual impairment, autism or epilepsy.		▪		
All areas to which students should have access are well lit.	▪			
Steps have been made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment				•
There is ease of access to all school facilities	▪			
Activities to support the curriculum, (e.g. drama group visiting school) have appropriate risk assessments in place to ensure equality of access.			•	
Sports activities are available to all.	▪			
The school has in place emergency procedures which takes into account the needs of all students	▪			

Curriculum access	Complete	In Progress	Under discussion	Not yet addressed
Lessons provide opportunities for all students to achieve.	•			
Teachers and teaching assistants have the necessary training to teach and support disabled students.		•		
All lessons are responsive to student diversity.	•			
Lessons involve work to be done by individuals, pairs, groups and the whole class	•			
All students are encouraged to take part in music, drama and physical activities.	•			
Staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education.	•			
The school provides access to computer technology appropriate for students with disabilities.	•			
Classroom organisation allows for the needs of all students.	•			
Timetable design takes note of any student who may have a disability or a special educational need.	•			
All students are given consideration for assessment and exam arrangements.	•			
All students are prepared for the next phase of education.	•			
Staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading.	•			
Staff recognise and allow for the additional time required by some disabled students to use equipment in practical work.	•			
There are high expectations of all students.	•			
Staff seek to remove all barriers to learning and participation. <b>(reference Equal Opportunities Policy)</b>	•			

Information access	Complete	In Progress	Under discussion	Not yet addressed
Safeguarding and fire evacuation information is provided (as necessary) in simple language, symbols, large print, on audiotape or in Braille for students, parents/carers, prospective students and visitors who may have difficulty with standard forms of printed information.			.	
The school can produce written information in different formats (as required).			.	
Staff are familiar with technology and practices developed to assist people with disabilities.			•	
All staff, students and parents have access to information.		.		

### Accessibility Plan- Key Recommendations

	KEY RECOMMENDATIONS
<b>Physical access</b>	<ul style="list-style-type: none"> <li>• Increase visual guides for access tools within the school.</li> <li>• Ensure that signage inside and outside the School is clear for all to use.</li> </ul>
<b>Curriculum access</b>	
<b>Information access</b>	<ul style="list-style-type: none"> <li>• Renew School Policy so latest information is included and available.</li> <li>• Inform parents of options for additional access to information e.g. language translation.</li> <li>• Research and implement ease of access to information.</li> </ul>

**Access Plan- Physical Access**

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short term</b>	Non-visual guides used, to assist people to use buildings including lifts with tactile buttons.  The décor or signage is not confusing or disorientating for disabled students with visual impairment, autism or epilepsy.	<ul style="list-style-type: none"> <li>- Review all signage in the School. Think about where visual signage is used and where it could be used.</li> <li>- Check fire signage is accurate.</li> </ul>	Signage is evident and supports those with disabilities	April 2022	TOM/ Site team	<p>Signage at School allows all stakeholders a clear understanding of routes and exits.</p> <p>Visual guides are used where appropriate.</p>
<b>Medium term</b>						
<b>Long term</b>						

### Access Plan- Information Access

Time Scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
<b>Short term</b>	Ensure that information is provided in formats that are accessible to stakeholders who may have difficulty with standard forms of print.	- Establish all forms of adaptation to forms/print is available.	All stakeholders can access information in a format that is suitable to their needs.	April 2022	TOM/TAM	All stakeholders have access to information in appropriate formats for their needs.
<b>Medium term</b>		- Inform parents in bulletins and message that they can access the information in different formats to support any disabilities.				
<b>Long term</b>						