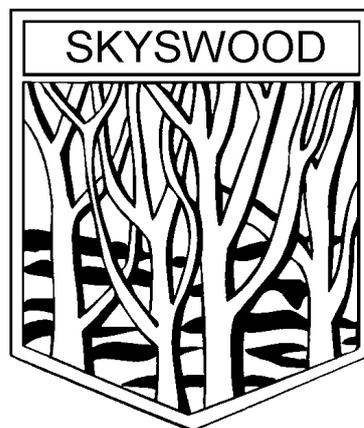


Skyswood Primary & Nursery School



Accessibility Plan 2020 - 23

September 2020

Review Date - September 2021

Skyswood Primary & Nursery School have written this Accessibility Plan in compliance with paragraph 3 of schedule 10 to the Equality Act 2010. (<http://www.legislation.gov.uk/ukpga2010/15/schedule10>)

Our School Vision

'Skyswood Primary and Nursery School's vision is to provide a happy, caring and challenging environment where children will recognise and achieve their full potential, developing a love for learning in an ever-changing world.'

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The well-being, achievements, and attitudes of all our children are at the heart of our ethos.

Our governing body recognise their role in ensuring that we provide an inclusive learning environment and work closely with the Headteacher and Senior Leadership Team to deliver and monitor the targets identified within our three year Accessibility Plan.

Purpose of Plan

This plan shows how Skyswood Primary and Nursery School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

Skyswood Primary and Nursery School is a one form entry school with a 30 place morning only nursery. We have a single story building with wheelchair access to our demountable classroom and wide pathways, providing wheelchair access within our school grounds and Environmental Area. A ramped pathway joins our infant to junior playgrounds. The main front path leads to the front of the school and is the only way

of entering the school without negotiating a raised step up from the car park. We have no children with wheelchairs at present but have supported a number of children with a range of exceptional needs over the past three years.

Increasing Access for Disabled Pupils to the School Curriculum.

A continual drive to provide the highest standards of teaching and learning lies at the heart of our school. Through self-review and continuous professional development (CPD) we aim to enhance staff knowledge, skills and understanding in order to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Current Targets

Target	Strategies	Timescale	Responsibility	Success Criteria
To ensure a safe return to school for all pupils as from September 2020.	<p>Follow DfE guidelines for cohort 'bubbles' and staggered drop off and collection times.</p> <p>Organise effective lunchtime arrangement to keep bubbles separate, as required by DfE guidance.</p> <p>Consistent high standards of hygiene practices operated throughout the school (eg hand washing / deep cleaning).</p> <p>Ensure effective communication with all stakeholders to clarify 'return to school' procedures.</p> <p>To work alongside Re-Play to ensure the safe re-introduction of before/after school club.</p> <p>To re-integrate extra-curricular activities in line with DfE guidance.</p>	<p>As from September 2020</p> <p>September 2020.</p> <p>Throughout the course of the year.</p>	Headteacher/ SLT/Governors	<p>Safer re-integration of all class 'bubbles.'</p> <p>No cases of Covid-19 reported within the school community. In the event of any cases, these are dealt with appropriately and immediately to reduce further risk within the school community.</p> <p>Return to full time education for all children in Skyswood Primary School.</p> <p>Re-introduction of appropriate range of extra-curricular activities within the school.</p>

	<p>Re-introduction of whole school activities such as assemblies and special events.</p>	<p>Assemblies – target January 2021</p> <p>FOSS activities- target January 2021</p> <p>Year 6 School Journey to Snowdonia. (May 2021).</p> <p>Sports Day/ Summer Fair (June 2021)</p>		
<p>To support the academic, social and emotional re-integration of all pupils in the aftermath of the Covid-19 outbreak.</p>	<p>Assess and address the emotional, social and educational impact of the sustained period of school closure due to Covid-19.</p> <p>Identify appropriate intervention groups, nurture support or counselling arrangements that may be necessary as a result of the Covid-19 outbreak.</p> <p>Ensure that all staff are aware of the available support, as identified through the school's Wellbeing Policy.</p> <p>Work closely with external agencies to re-establish the best possible support systems for vulnerable children.</p>	<p>Throughout the autumn term, with ongoing monitoring of the situation throughout the academic year 2020/21.</p>	<p>Headteacher/SL T/Governing Body</p>	<p>Children feel safe and secure on their return to school.</p> <p>Positive outcomes for any children or families requiring social or emotional support.</p> <p>Any potential gaps in learning addressed to minimise the risk of children falling behind, or the potential widening of any gaps in learning for vulnerable children.</p> <p>Staff feel supported and receive appropriate guidance on returning to school.</p> <p>Positive partnerships re-established within local schools' networks and with external agencies.</p>

	Maintain strongest possible level of on-going communication with parents and governors through Parent Mail, school website and agreed timetable of Teams meetings.			Parents and governors are comfortable with the post-closure arrangements put into place by the school and feel informed, appropriately consulted and safe.
To consider improved cross-phased outcomes for children with Special Educational Needs.	Consider most effective transitional arrangements for pupils with SEN. Develop stronger cross-phase partnership to support SEN within AAT schools.	Due Diligence-Academic Year 2020/21. Potential joining of AAT as from September 2021.	Headteacher /SLT/ Governing Body	Improved transitional arrangements and shared expertise to support high quality cross-phase practices for SEN.