

Accessibility Plan at Summerswood Primary School

A caring school that inspires respectful and self-confident learners. An ambitious and inclusive curriculum brings the wider world to Summerswood.

Review Date: September 2027

(Fully In Line With Herts model guidance)

Identifying Barriers to Access: A Checklist

This list has been used to help us identify barriers to access that may exist in our school. The list is not exhaustive, but encourages a more flexible approach to the further questioning of the accessibility within Summerswood Primary School.

Section 1: How does your school deliver the curriculum?

	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	
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 disabled pupils, for example using lip reading?	X	
Do staff recognise and allow for the additional time required by some disabled pupils 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 your school designed to meet the needs of all pupil, staff and visitors?

	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?		X
Can wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		x
Are travel routes around the school site and parking arrangements safe, routes logical and well signed?	X	
Are emergency and evacuation systems set up to inform ALL pupils, staff and visitors including pupils with SEN and disability; including alarms with both visual and auditory components?		x
Is tactile signage used to assist people to use school buildings?	x	
Does decoration and signage support children and young people with, for example, visual impairment, autism or epilepsy?	x	
Are areas well lit?	X	
Are steps made to reduce background noise for children and young people with a range of needs?	x	
Is furniture and equipment selected, adjusted and located appropriately?	x	

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

	Yes	No
Do we provide information in easy read format, symbols, large print, visual, audio or in Braille for people who may have difficulty with standard forms of text?	X	
Do we ensure that information is presented to groups in a way that is user-friendly, e.g. by using accessibility options and other technological solutions?	X	
Do we regularly produce written information in different formats?	X	

Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	
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Access Plan

This is the access plan for Summerswood Primary School, which has been created after reviewing all aspects of the school site and its SEN policy, and looking at options for improving accessibility within existing arrangements. The school will monitor the implementation of the plan at least annually and keep under review the access needs of the school.

	Targets	Strategies	Outcome	Time Frame
Short Term	To remove barriers from learning.	Ensure that all staff are trained to support the children's needs, including those with SEND.	Staff are confident to provide support to all children in their class.	Ongoing training
	To ensure early intervention is sought for children who have barriers to their learning	All staff to be trained and to follow the guidelines, as set out in school policy, to ensure that children receive timely support and intervention	Children who have varying barriers to their learning will have support in place to ensure that they can reach their potential.	Ongoing training
Medium Term	To ensure that lessons taught enable all children to achieve.	The development of scaffolding across the school in all subjects through training and monitoring by phase and subject leaders.	Children will achieve their potential in all areas of the curriculum. Staff will have the confidence to provide scaffolded support and to understand when this	Ongoing Training and monitoring

			support should be removed.	
	To ensure that TAs understand the support children need and how they best support progress	Training on scaffolding for TAs by county lead. Use of EEFs 'Reflecting on Practices to support academic progress'.	TA's are being utilised more effectively to support children.	Ongoing Training Monitoring
Long Term	To ensure that all staff have high expectations of all pupils.	Staff will be confident in the support that they offer to all children and that they will then have high and clear expectations of what age-related progress is and how to achieve this.	All practice across the school will ensure equity, access through scaffolding for all pupils. All children will meet their potential.	Ongoing. Monitored termly through pupil progress meetings, data, book looks and reported to SLT and Governors.

Date policy reviewed/amended: September 2026

Chair of Governors: TBC

Headteacher: Sarah Kneller

Review Date: September 2027

Reviewed by: Full governing Body