



Sheep Dip Lane
Academy

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Accessibility Plan

Sept 2023 – Sept 2026

To chat to us about this plan, please get in touch



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Welcome to our 3 Year Plan for SEND

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1. Introduction

When some people see the words *Accessibility Plan*, they think "old news". After all, schools have had accessibility plans since 2002. How could there be anything left to do? If a school has all the accessible toilets and ramps it needs, it's about as accessible as it can be.

Isn't it?

Changes to buildings are especially important for people with physical difficulties. However, for most children with ADHD, an accessible toilet makes no difference to them. For this child, improving access may mean giving them access to wobble cushions, an individual reward system, a fiddle toy, movement breaks and sensory circuits. All of this can be achieved without us needing to mix concrete or plumb new toilets.

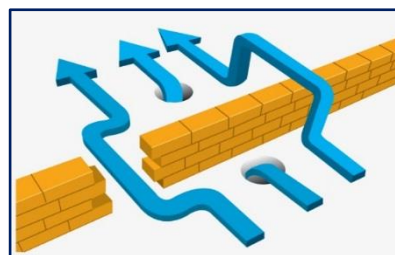
This accessibility plan tells you what we believe, our goals and the steps we plan to take to make OPS even better.

We may plan physical adjustments, but accessibility is about much more. It also includes both children *and adults*.

Accessibility doesn't mean removing every barrier. Some barriers can't be removed. But it does mean finding creative ways to deal with the barrier.

If we cannot remove the barrier, we want to work together to get over it, under it or round it.

Please read on...



2. Our Goals

Our goals reflect our school's ambitions. They are also based on what parents and children say is important to them.

<p>1</p> <p>All children have been exposed to a good range of disabled role models (including both milder and more severe needs).</p>	<p>2</p> <p>There is no bullying of children because of their SEND.</p>	<p>3</p> <p>Every child leaving our school treats disabled people with respect and dignity, including those with mild disabilities.</p>
<p>10</p> <p>2023/24 attendance of SEND pupils is better than the whole school average.</p>	<p>11. The Final Word</p> <p>Let's say that on Broadwater Drive, a mum gives birth early. It's a difficult birth. The baby is born at 26 weeks and is very poorly in the first few days of their life. The difficulties at birth caused damage to his young brain.</p> <p>We want our school to be better by the time he arrives aged 4 than it would have been if he had come through our doors in September 2023.</p> <p>We want him to read well, have friends and be well placed to have good physical and mental health for life.</p>	<p>4</p> <p>No child leaves FS without having been invited to a friend's house.</p>
<p>9</p> <p>All children can access social opportunities in the hall because the environment is modified to reduce sound reverb.</p>	<p>5</p> <p>Every child leaves every year group having been invited to at least three class mate's birthday parties.</p>	<p>5</p> <p>Every child leaves every year group having been invited to at least three class mate's birthday parties.</p>
<p>8</p> <p>Our twice yearly parent sessions are co-produced and enhance the level of SEND know-how in our families.</p>	<p>7</p> <p>All children with disabilities are offered effective interventions to understand their difficulties by Y4 (in liaison with parent wishes).</p>	<p>6</p> <p>All children leave Y2 with a receptive and expressive language level of at least 6 years and 11 months.</p>

3. Our Plan

What's in our plan?

Our plan in three parts:

- Our children's learning
- Our classrooms and buildings
- What we write

What's not in our plan?

We do lots to **maintain** previous improvements. For example, we have clear, enlarged signage on our school grounds. However, we generally don't include this in the plan because the plan is about how we'll make things even **better** (and not just maintain what we've done already).

However, if for example, we renew our autism training, we would put that in (because each time staff do it they take new things away from it). Thus, the training does make life **better** for our SEND pupils rather than just **maintain** previous improvements.

The key question is "Will it make it **better** at the end of the three years of this plan than it was at the start of this plan?"

Quick Note on Words

- SENDCo = Special Educational Needs & Disabilities Co-ordinator
- SBM = School Business Manager

Our Children's Learning

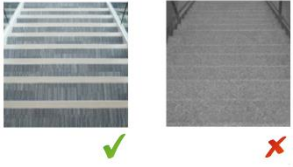
This means what and how we teach children, including in their class, small groups or 1:1 work. It's our biggest section.

When & Who	Target	Comments	RAG
2023/2024 Teachers	We will an assembly each term to learn and celebrate differences disabilities.	All children to embrace differences which threaded through our core 'Be' values. To be monitored by the Principal, Vice Principal and SENDCo.	
November 2023 All staff	We will conduct staff training in restorative questions when children face challenging social interactions.	BOSS will lead a session on restorative practice for all staff.	
September 2024 English Lead	Purchase books & resources for acceptance. Share these with support staff and teaching staff so that they can build them into the curriculum.	Books will celebrate difference and diversity.	

2023/2024	Thrive refresher sessions – all staff Thrive networks CPD for LP's	All staff will develop new strategies and gain a greater understanding of social, emotional and mental health (SEMH) needs. Practice will be threaded through daily 'right-time' provision within the classroom.	
Ongoing SENDCo Principal SEND governor	We will monitor provision for pupils	Children will have a calming station in their class to access if needed. Resources and adaptations to learning will support all pupils to be successful.	
Ongoing SENDCo	We will provide all-staff training (and follow up reflection) on a range of areas to enhance their skills.	We will work with specialists (Educational Psychology Service, ASCETS and BOSS) to enhance our SEND practice.	
Summer 2024 SENDCO and phase leads	School will have a range of books linking to SEND, that children across all phases can access.	An audit of whole school books relating to SEND. Examples: Books & resources for SEND selfawareness? All dogs have ADHD? Volcano in my Tummy? Anna Angrysauros? Autism and Me book?	
Jul 2024 SENDCo	We will co-review Accessibility Plan.	We collaborate to ensure we hear all possible ideas for improving SEND children's access to school. We will ask for opinions from families.	
Termly SENDCo and Inclusion manager	Parents will have the opportunity to attend an inclusion coffee morning with the SENDCo and inclusion manager	SENDCo and Inclusion manager will deliver termly sessions to parents with a specific focus on an area of SEND/Inclusion. Outside agencies will co-deliver sessions e.g.WMIM	
Ongoing Senior Leadership Team and SENDCo	All out-of-school activities will be curated to include all children regardless of their SEND.	Children can access a range of activities, delivered within an inclusive environment.	
2023-2024 SENDCo and Inclusion Lead and WMIM staff	We will provide early intervention in mental health via an onsite specialist during 2023-24.	A specialist will come into school weekly to advise staff and work with KS2 children.	

Our Classrooms and Buildings

When & Who	Target	Comments
Jul 2024 SENDCo	We will review fire evacuation information through school to ensure that it is communication friendly.	The information should be easy to access for emerging-readers to access.
By Jul 2025 SBM	When the need for repair / renovation arises, we will have contrasting colour nosing. If a new/existing pupil needs this,	Steps that have a different colour to mark the edge are safer and more accessible for people with vision or physical difficulties.

	we will act on this sooner.	We may not do this in three years, but by adding it here, it shows our plan to do it either as the need arises or as soon as we next work on the KS2 building internal steps. 
By Jul 2025 SBM / Caretaker	We will review our school reception to ensure a welcoming and not overcrowded environment.	We want reception to be welcoming but it is important that key info (e.g. DSLs, evacuation advice etc) does not become hidden amongst the volume of content displayed.

Our Written Information

This means the accessibility of written information and resources for children (and adults).

When & Who	Target	Comments
Jul 2024 SENDCo Principal	We will complete a learning walk to monitor our approach to display so that we are sure that it effectively balances inspiration with accessibility and the right levels of stimulation.	SENDCo will table this at a senior leadership team meeting so that it can be discussed and this can then be fed back to staff to sustain or tweak practice.
September 2024 SBM	We will provide briefing/training on accessibility to office staff.	Staff awareness of access issues enhances the accessibility of written information from the office. Training will include: <ul style="list-style-type: none"> • Sans & Serifs • Dyslexia & VI friendly fonts • White space • The Flesch Kincaid scale • Tools for converting pdfs • Signalling headings (bold and 4pt larger ok, avoid underlining & block caps) • Avoiding clutter • Use of contrasting colour • How adults with literacy difficulties might use via speech to text and text to speech • How screen readers work • Alt text This means that the base level of accessibility is improved and that staff are well placed to respond

		very quickly to requests for accessible formats.
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How do we monitor this Plan?

Our SENDCo will review this plan every September

This means:

- Re-reading the plan.
- Making updates if needed.
- Chasing colleagues if targets need further work to get them complete.
- Reminding colleagues what they need to do this year.

The SENDCo then puts the updated plan onto our website.

The updated plan can help our SENDCo to write the next year's SEND development plan. This plan and the SEND development plan won't ever match perfectly but they will overlap. That's ok.

Asking People

We will ask about the plan in our annual survey of parents. Not every parent wants to read this plan.

So we will ask questions that still help us plan the next steps. For example we might ask: If you had a magic wand and could make our SEND provision different, what would we be different?

We will also ask this question when getting children's views for SEND review meetings once a year.

This gives us lots of bits of information that help us know how we are doing and where we go next.

Our Governors

Our Governors agree that the principal can approve the plan. It doesn't need to be given to governors to approve. However, the SEND governors will monitor the plan by visiting school each year in the summer term. They will focus on:

- In Year 1 of the plan: Our classrooms and buildings
- In Year 2 of the plan: The curriculum
- In Year 3 of the plan: Written Resources

At the end of the 3 years, the SENDCo will report to governors on how successful we have been. We have set some really big goals. Some of our goals might even be too big. But let's try our best to reach them – because they are things that matter to the lives of people, both young and old.

5. Extra Info

Disability vs SEN?

Whilst Accessibility Plans are intended to mainly to improve things for those with disabilities, we go beyond that and include access for all children and adults with SEN as well as disabilities.

In schools,

- A pupil with SEN normally means a person needs SEN provision to meet their needs, for example:
 - Dyslexia
 - Language delay
 - Anxiety
- Disability means a person has a long term condition that has a substantial impact on their daily life, for example:
 - Autism
 - Downs Syndrome
 - Cerebral palsy

Most conditions that can be SEN can also be disabilities. It depends on how severe the condition is. We recognise that some people don't consider themselves disabled, but take a view that it is the world around them that disables them, rather than their condition. This is sometimes called the "social model of disability".

Our plan simply wants to improve lives of children and adults with SEND regardless of:

- whether someone's needs are classed as "SEN" or "disabled" and
- whether it is their disability or the world that disables them.

Our Accessibility Plan vs our Policy

Our plan covers both our plan and policy. We put both in the same place and call it our plan so it is clear that it is about **what we will do**.

Staff with SEND

The school also has duties towards disabled staff. We will:

- Monitor recruitment procedures to ensure that disabled people have equal opportunities.
- Make reasonable adjustments so that staff can fully access the workplace.

