



Accessibility Policy

2024 - 2028

Policy Ratified: Autumn Term, 2024

To be reviewed: Autumn Term, 2028

Accessibility Policy – Strathmore School

At Strathmore we are committed to working together to provide an inspirational and inclusive learning environment where all children can develop an enthusiasm for life-long learning. Our core values we promote across our school are **Be Safe, Be Kind and Be Respectful**. We are proud of our school ethos **Nurturing Brilliant, Resilient Minds** and we believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. All children have the right for equal access to educational opportunity and should be treated fairly, consistently and with understanding regardless of their special educational needs, ethnicity, disability, gender, sexual orientation or religion. (Equality Act, 2010).

Definition of disability

Contextual information - we have one large building, split level and a separate building with one floor which is hired by a local preschool. In our large building we have stairs to the classrooms with a lift for wheelchair access. The fire exits across the school have ramps for wheelchair access apart from the exit onto the KS1 playground. This is planned to be completed in 2024-2025.

Our Aims are:

At Strathmore we aim to meet the statutory requirements set out in the Equality Act 2010, and the school's governors are accountable for ensuring that it is implemented and reviewed. This document lists targets and specific actions to address the following aims to:

- Improve access to the physical environment of the school
- Increase access to the curriculum for pupils with a disability
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities

Strathmore

Aim 1: Improve access to the physical environment of the school

Target	Strategies	Timescale	Outcome	Impact
Ensure all areas of the school to have wheelchair access	Fit a ramp on the KS1 playground exit	Spring A	All large fire exits across the school will have access for wheelchair users (KS1 playground and dining room). Car park also has a ramp from the car park to the pathway.	Increased accessibility for wheelchair users throughout the school.
To create a nurture space for children who find the classroom overwhelming or who struggle with emotionally based school avoidance	Nurture training for staff Adapt nursery space for this provision. Nurture brochure for staff and parents/carers.	Autumn A	A designated area for students needing a calmer environment.	Enhanced support for students with emotional and sensory needs.
To develop an additional space for those pupils who are unable to access class provision due to their SEND needs.	Rainforest room designated area for this. Nurture ethos in this space. Liaison with class teachers, SENCo, SEND TAs and parents/carers.	Autumn A	A designated space for pupils to access learning/ EHCP targets in a smaller environment with support from SENCo, TAs and class teacher.	Enhanced, individualised support for students with emotional and sensory needs.
To liaise with all stakeholders to ensure all prospective pupils have the necessary access to our school site in order to thrive.	Liaison with parents/carers, previous settings	Summer B (or once named on an EHCP)	All prospective pupils will have the necessary access.	Improved access and support for new students.

Aim 2: To increase access to the curriculum for all pupils				
Target	Strategies	Timescale	Outcome	Impact
To ensure all parents and carers with EAL have access to documentation that can be translated into their mother language so they can support their child's learning.	Use Language translators such as Google Translator. Provide training for parents/carers.	Ongoing	Parents can support their child's learning.	Enhanced communication and support for EAL families.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Conduct parent interviews, liaise with external agencies, provide necessary training, establish individual protocols. See also SEND Information Report. Health Care Plans created on admission and reviewed termly. EHCP review on medical needs if required. Offer training related to specific needs for staff. Specific needs at Strathmore: Peg feeding Downs Syndrome Seizures Hearing	Before intake of pupils and after medical updates on IHP. Ongoing.	Health Care Plans created and reviewed termly.	Comprehensive support for pupils with medical needs.
Supporting pupils with communication difficulties	Use makaton, Widgit, Clicker, cut up sentences, IT equipment, Scribing	Ongoing	Improved communication support.	Enhanced learning experience for students with communication needs.
	Termly coffee mornings with SEN focus for all parents	Termly	To increase parent knowledge and support networking	Enhanced knowledge for parents of SEN about pathways, support and creation of a supporting community

Aim 3: Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities

Target	Strategies	Timescale	Outcome	Impact
Ensuring EAL parents and carers know they can ask for support with documentation	Arrange interpreters, raise awareness of available services, employ multilingual staff.	Under constant review.	Accessible documentation for all parents and carers.	Better informed parents, enhanced support for EAL families.
Simplified communication systems	Monday memo for reminders Half termly update on learning within the classroom Google Classroom access	Autumn A	Parents and carers feel well-informed about life at Strathmore.	Feedback from parental communication survey will improve from survey in 2024.
Ensure all written information is accessible to everyone.	Simplified communication systems like Monday memos, half-term updates, Google Classroom access.	Autumn A and ongoing	Improved communication and accessibility	Increased engagement and understanding for all stakeholders.
	Consider Digital Accessibility such as user accessible formats and ensuring the website is accessible.			
	Use visual aids and simplified language			
	Consider technology integration such as text-to-speech tools for written information.			
	Use accessible print materials such as large print and braille and coloured overlays.			