

# STANBURN PRIMARY SCHOOL



## Accessibility Plan 2022-2025

<b>Committee Responsible:</b>	
<b>Review Date:</b>	June 2022
<b>Reviewed By: (Committee Name)</b>	
<b>Next Review Date:</b>	June 2025
<b>Name and Signature:</b>	C Crane

## **Introduction**

The Equality Act 2010 provides three main duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled / SEND pupils.

This Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan which shows how the school will address the priorities identified in the strategy.

## **The purpose and direction of the school's strategy**

### Vision and values

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

### Information from pupil data and school audit

Pupil attainment and progress data will feed into the plan. The latest information will be available on our website.

### Views of those consulted during the development of the Plan

Stakeholders will be surveyed during the review of the plan to ensure that their views are taken into account.

## **The main priorities in the school's plan**

### Increasing the extent to which disabled / SEND pupils can participate in the school curriculum

Increase access to the **curriculum** for pupils with a disability / SEND, expanding the curriculum as necessary to ensure that pupils are as, equally, prepared for life as their peers.

This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Improving the physical environment of the school to increase the extent to which disabled / SEND pupils can take advantage of education and associated services

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

Improving the delivery to disabled / SEND pupils of information that is provided in writing for pupils who are not disabled

Improve the delivery of **written information and verbal information** to pupils, staff, parents and visitors with disabilities / SEND. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

**Making it happen**

Management, coordination and implementation

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

Attached is an Action Plan, relating to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with other school policies and procedures.

The Plan will be monitored through the Committees of the Board of Governors.

Getting hold of the school's Plan

The plan will be available on the school website.

Signed: \_\_\_\_\_ (Chair of governors)

Date: \_\_\_\_\_ Review date: \_\_\_\_\_

	<b>Current situation</b>	<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Timeframe</b>	<b>Staff responsible</b>
<b>Access to the curriculum for all children.</b>	<ul style="list-style-type: none"> <li>• All children have access to the EYFS or National Curriculum.</li> <li>• Children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, differentiated tasks and personalised targets linked to external professional advice.</li> <li>• Termly reviews occur to review the progress and support given to each child.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional resources available for children within the classrooms including visual supports, fine and gross motor skill resources, sensory resources.</li> <li>• Adapted resources available as necessary, e.g. written material to be enlarged to different font sizes, enlarged to different sized paper, copied on different coloured paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Review of resources in school and purchase further resources as needed. Year Leaders to manage generic resources and SENDCo to manage more personalised provision.</li> <li>• Visual resource bank available on shared computer drive for all teachers to access, to include resources from external services such as SALT and OT.</li> <li>• Teachers to consider the impact of colour and font when using presentations.</li> <li>• To consider access to PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Children have access to appropriate resources as needed.</li> <li>• Children actively use resources within lessons.</li> <li>• Teachers have access to a visual support resource bank that is regularly updated.</li> <li>• Teachers access and use the communication through print package Widgit through LGfL.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• All class teachers</li> <li>• All teaching assistants</li> </ul>

	<b>Current situation</b>	<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Timeframe</b>	<b>Staff responsible</b>
<b>Children with disabilities to be able to access extra-curricular activities.</b>	<ul style="list-style-type: none"> <li>• A range of lunchtime and after school clubs are available. Some of these are run free of charge by teachers and other activities are run by external providers. Some in house clubs include activities that are arranged by invite only e.g. homework club or can be arranged to invite identified children e.g. dance club.</li> <li>• Children with SEND access out of school activities such as school trips. Risk assessments are carried out and adjustments made.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with additional needs have access to a range of extra-curricular activities.</li> </ul>	<ul style="list-style-type: none"> <li>• A review to be completed of the access of clubs by children with additional needs, including the support that can be given by external club providers.</li> </ul>	<ul style="list-style-type: none"> <li>• Children with additional needs are accessing extra curriculum clubs effectively.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• All class teachers</li> <li>• All teaching assistants</li> <li>• All club providers</li> </ul>

	<b>Current situation</b>	<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Timeframe</b>	<b>Staff responsible</b>
<b>The physical environment is accessible to all with reasonable adjustments available as required.</b>	<ul style="list-style-type: none"> <li>The school environment includes a lift, disabled toilets, yellow nosing on stairs, accessibility for a range of physical needs.</li> <li>Adaptations to classroom environments are made for each class to meet the needs of the children e.g. table layout</li> </ul>	<ul style="list-style-type: none"> <li>The school environment is accessible for children, parents and members of the community.</li> </ul>	<ul style="list-style-type: none"> <li>Individual support provided to children or adults as required e.g. routes around the school planned to support those with visual impairments, quiet spaces available for children sensitive to noise in the lunch hall, or carers with wheelchairs can use ramped access.</li> <li>Risk assessments written for individual children as required.</li> </ul>	<ul style="list-style-type: none"> <li>Children, parents and visiting members of the community are able to access the physical environment effectively.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>SENDCo</li> <li>Site Supervisor</li> <li>All members of staff</li> </ul>

	<b>Current situation</b>	<b>Targets</b>	<b>Strategies</b>	<b>Success Criteria</b>	<b>Timeframe</b>	<b>Staff responsible</b>
<b>Information is available in a range of formats for parents and members of the community.</b>	<ul style="list-style-type: none"> <li>Information from the school is available via a range of formats, including emails, dojo message system, letters, website and phone calls as well as face to face informal and formal meetings.</li> <li>The school has an open door policy so questions can be answered easily and effectively.</li> <li>The school will arrange for interpreters wherever possible.</li> </ul>	<ul style="list-style-type: none"> <li>Information from the school is available in range of formats to meet the needs of the school community.</li> </ul>	<ul style="list-style-type: none"> <li>Letters sent out by email available in printed format on request.</li> <li>Information is available for parents with English as an additional language – translated or interpreted wherever possible.</li> </ul>	<ul style="list-style-type: none"> <li>Children, parents and visiting members of the community are able to access information about the school effectively.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>All members of staff</li> </ul>