

Stanah Primary School Accessibility Plan



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1 INTENT

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

1.1: 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.

1.2: Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame).

1.3: Contextual Information

Stanah Primary School is a two-form entry school set within in vast grounds. We have two building; one for Key Stage 1 children (single storey) and one for Key Stage 2 children (two storeys). The school has a disabled toilet in both buildings and most entrances to the buildings are wheelchair accessible. Classrooms are large and have enough space to facilitate a wheelchair.

1.4: Current range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities as well as those with physical and sensory disabilities.

1.5: Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding 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 able to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant afterschool clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

2 IMPLEMENTATION AND IMPACT

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD as needed e.g. differentiation for dyslexia, dyscalculia, ASD, ADHD Online learning modules if required.	On-going and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs. Staff access appropriate CPD Online learning modules if required.	As required	SENDCO/Assistant Headteacher	Raised confidence of support staff. SEND pupils make good progress
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	As required	SENDCO	All staff aware of individual needs. Needs are met in all circumstances
Use ICT software to support learning	Make sure appropriate software is installed where needed and staff are able to use it.	As required	SENDCO IT technician	Wider use of SEN resources in the classroom. Children with SEND make good progress
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness prior to booking.	As required	EVC Class teachers	All pupils in school able to access all educational visits and take part in a wide range of activities
Review PE curriculum to ensure PE is available to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school.	On-going	PE subject leader	All to have access to PE and be able to excel. Positive role models are apparent to all pupils

2.1: Improving access to the physical environment of the school

We are constantly seeking to improve the physical environment of the school within the financial constraints of the available budget.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review as the needs to our population change. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils as part of the Care Plan process when required Be aware of staff, governors and parents/carers access needs and meet as appropriate. Through questions and discussions find out the access needs of parents/carers through newsletter. Consider access needs during recruitment process Ensure staff are aware of the Environment Access Standard. Environments are adapted when appropriate to meet the needs of individuals.	As required	SENDCO	Individual care plans and learning plans in place for children with SEND and all staff aware of pupils' needs All staff and governors feel confident that their needs are met Access issues do not influence recruitment and retention
		Induction and on-going if required	Headteacher/Deputy Headteacher	
		Annually	Headteacher	
		During recruitment process	Headteacher	

Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any re-design.	As required	Headteacher/ Governors/ Site Supervisor/ School Surveyor	Re-designed buildings are usable by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges.	On-going	Site Supervisor	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure staff are aware of their responsibilities.	As required Annually in September	Headteacher/ SENDCO	All disabled pupils and staff are safe in the event of a fire
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI service with regard to the visually impaired and hearing impaired pupils.	On-going and as required Software may be required As required	ICT technician Headteacher/SENDCO	Hardware and software available to meet children's needs VI/HI children's needs are met
Ensure hearing equipment in classrooms and other areas to support HI	Seek support from the LA hearing impaired unit on the appropriate equipment.	On-going and as required	LA hearing support	All children and staff have access to equipment as needed
School has evacuation plans and signposted fire escape routes.	Ensure all areas of school can have wheelchair access. Personal Emergency	On-going and as required and as appropriate	Headteacher Building surveyor Site supervisor	All disabled staff, pupils and visitors to have safe independent egress

	Evacuation Plans (PEEP) are formed for individuals when needed. Egress routes visual check.	Weekly checks		
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2.2: Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils, available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in 'simple' English. Provide translations to non-English speaking families School office will support and help parents to access information and complete school forms Ensure website and all documents accessible via the	During induction and on-going By end school year	Bursar/ Headteacher/Deputy Headteacher	All parents receive information in a form they can access All parents understands what are the headlines of the school information

	school website can be accessed by the visually impaired			
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged clear print for pupils with a visual impairment.	As required	Class teacher/bursar	Pupils can access information as needed
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on specific SEND issues and information readily accessible.	On-going	SENDCO	Staff can easily access specific information as needed
Annual review information to be as accessible as possible	Ensure Personal Education Plans (PEPs), Assess, Plan, Do Review (APDR) and Medical Plans are written with the involvement of children and parents.	On-going	SENDCO	Personal Plans are more meaningful to the child and staff are better aware of their needs and opinions
Languages other than English to be available in school	Welcome signs to be multi-lingual.	As required	Headteacher/ Bursar	Improved confidence in parents with EAL, school feels more accessible to them
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible.	As required	Headteacher	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large	Ensure website is fully compliant with requirements for access by	As required	Headteacher/ Bursar	All can access information about school

<p>print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information.</p>	<p>person with visual impairment</p> <p>Ensure prospectus is available via the school website and school office.</p>			
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