



Stogursey C of E Primary and Pre-School

Accessibility Plan

Approved by: Local Governing Committee

Date of LGC meeting:

Last reviewed on: 27.1.2020

Next review due by: 27.1.2021

Accessibility Plan

Key Objectives

To reduce and eliminate barriers to access the curriculum and to enable full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

The school recognises its duty under the DDA (as amended by SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
 - In performing their duties, governors and staff will have regard to the DRC Code of Practice (2014);
 - The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
 - The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
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- Setting suitable learning challenges
 - Responding to pupils' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

a) Education & related activities

The school will continue to seek and follow the advice of Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals.

a) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

a) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Action Plan

See attached Appendix 1.

Linked Policies

This plan will contribute to the review and revision of related school policies e.g.

- School development plan

- Building and site development plan

- SEND policy

- Equal opportunities policy

- Curriculum policies

Appendix 1

Accessibility Plan Section A - Improving access to the curriculum

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
<i>Teaching and learning across the curriculum reflect equal opportunities for all pupils and relates to pupils' everyday experiences.</i>	INSET training for all staff Effective Wave 1 strategies to support children with SEND To involve specific organisations to support individuals. Maths training SKE Vocabulary and Speech Training	GT LAD	Ongoing July 2020	Sep 2020	ARBOR EHCP funding SLT staff	Pupils are respectful and have an understanding of physical diversity. Improved progress for SEN pupils Improved confidence and skill of staff	Uniform approach for staff. Equipped with ideas for support Enhanced APDR process for SENCo. Streamlined Pupil Progress Meeting process.

<i>Ensure that the curriculum is differentiated appropriately to take account of all individual pupils' learning needs.</i>	<p>Monitor provision for children with SEN and assess if development opportunities would be beneficial.</p> <p>Staff to ensure planning is differentiated to consider the learning needs of all.</p> <p>Same Day Intervention for SEN when needed</p> <p>Strength and Barrier sheets for each child with targets set (IEP)</p>	All satff	Onging	Dec 2020	<p>Staff meeting time.</p> <p>SENCO Leadership and Management time.</p> <p>Teacher and TA time For Same Day Intervention</p>	<p>Pupils learn with appropriate curriculum matched to their needs.</p> <p>SEN children meet progress targets</p>	<p>Data analysis</p> <p>TA's have increased confidence in dealing with specific needs.</p> <p>Staff all working to new Maths methods.</p> <p>Observation</p> <p>Joint moderation of work.</p> <p>Pupil voice</p>
<i>All out-of-school activities are planned to ensure the participation of the whole range of pupils</i>	Review all out-of-school provision to ensure compliance with legislation	GT SLT	Ongoing When needed.	Jan 2021	<p>Risk assessment time.</p> <p>Visiting establishments.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>Establishment understands the needs of the individual</p>	<p>Increase in access to all school activities for all disabled pupils</p>

<i>Teachers develop their knowledge of different teaching and learning styles.</i>	Monitor provision for children with SEN and assess if development opportunities would be beneficial. Staff specialise in Maths Mastery. Talk for writing Reading Development	LD NA LAD LM	Ongoing	Jan 2021	ARBOR Lesson Obs Book scrutiny Pupil Progress meetings Intervention assessment. Staff Meetings	Provision delivered is of a good standard when observed through monitoring activities. Progress of children with SEN and EAL is in line with national averages. Making expected or accelerated progress.	Staff are increasingly aware of and are able to meet the needs of children with regard to accessing the curriculum. WSOA have provided ELSA training for LAD LAD attending all SENCO Forums.
<i>Enable all pupils to record learning in a variety of formats including alternatives to writing</i>	School consider best options and purchase selected aids when appropriate. Eg laptops, apps. Create training opportunities for staff eg chromebook training Use of dictation apps Touch type training for children	LAD GT BW	Ongoing when needed	Jan 2021	Laptops Chromebooks SENATAS support	All pupils will be able to record work in a variety of formats and know how to use various recording equipment.	Use of IT for recording Chromebook training Use of dictation and touch typing.

Accessibility Plan Section B – Improving Communication and Information Sharing

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
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<i>Make available school brochures, school newsletters and other information for parents in alternative formats</i>	Audit how children find information Review all current school publications and promote the availability in different formats for those that require it. Monthly Newsletter ARBOR parent communication to all parents Newsletters to go into Stogursey News	GT DC	Ongoing	Sept 2020	School website Newsletter School Facebook account ARBOR Communications	All school information available for all Delivery of school information to parents and the local community improved and consistent Info to QET	Parent group review of SEN information report. Subsequent development of leaflet to introduce parents to school SEN system. ARBOR Sept 2019 To audit parents to see how they access information from school.
<i>Ensure all information is received by parents/carers in an appropriate format.</i>	Audit of parent/carers needs.	All staff DC	Ongoing	Sept 2020	School website Newsletter School Facebook account ARBOR communications	School will be able to respond quickly to requests for information in alternative formats.	ARBOR communication function introduced Sept 2019.

Accessibility Plan Section C –Improving Access to and within the building

TARGET	ACTION	RESP	TIMESCALE	REVIEW DATE	RESOURCES	OUTCOMES	EVALUATION OF IMPACT
<i>All teaching spaces are accessible and furniture and equipment meet the needs of all children</i>	To audit classroom spaces to ensure accessibility and safety To monitor outside space for health and safety Fit a gate at the top of the garden steps to secure the area for preschool use. To ensure furniture meets the needs of the individual over time.	LAD GT Dan (QET)	July 2020	Sept 2020	Gate Audit paperwork from the KEY	All teaching areas are safe and in use correctly for all children. Garden is secure. All furniture meets the needs of the children.	Audit Health and safety walk. Care plan requirements met.
<i>All social spaces are accessible to all children</i>	To ensure that there is wheel chair access if required to playground. Library has a clear entrance and seating needs met for current children. All books in library within reach for independent use. Routes planned for field use for wheel chair users.	GT Govs LAD	July 2020	Jan 2021	Ramps when needed SLT time to discuss access	Routes planned for wheel chair access to field. Library in full use by all children	Audit completed Monitor library usage. Pupil voice

<i>All pathways and routes through the building are logical and well signed Entry to school is safe.</i>	To audit routes with SLT Create appropriate signage Implement procedures in the morning to allow safe access to the carpark. Gates closed when children are moving through the carpark. Parking by staff to promote safe movement of the children on entry to school.	All staff SLT	Feb 2020	July 2020	Staff time Signage Audit materials Paint	All cars will enter the carpark in correct order to ensure safe movement of children. All staff and regular visitors aware of parking procedures All routes through school clear for all children and adults.	Procedures being adhered to. Monitored by observation by SLT/Govs
<i>All emergency procedures are accessible for all pupils.</i>	Fire doors to be replaced through the school as outlined in building proposals. New mustering place imbedded. Designated staff assigned for vulnerable individuals. List of vulnerable pupils in place for fire procedures for each class. Fire drill audit	SLT GT DC	Dec 2020	Jan 2021	SLT time Fire doors Playground/ carpark markings	All fire drills within expected time. List of vulnerable children in place New fire doors fitted	Fire drill checks H and s audit Updating class lists
<i>Routes and external level changes are clearly marked and visible</i>	Audit of routes QET involvement Paint/ tape all level changes	GT Govs Dan QET	Dec 2020	Jan 2021	Paint/ tape Metal ramp? GT time	All routes clearly marked	H and S audit Building walk rounds