



Accessibility Plan 2016 - 2019

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that "schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Stonebow Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Stonebow Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2019.

School: Stonbow Primary School

Accessibility Plan

Date: Sept 2016

Area for improvement	Action to take	Resources	Responsibility	Timescale	Monitoring
<p>Access to and participation within the curriculum: To increase the extent to which disabled pupils can participate in the school curriculum Our aim at Stonebow is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.</p>					
To liaise with Nursery providers earlier and more frequently to review potential intake for September	To identify pupils who may need additional to or different provision for the September intake	Procedures Equipment Teacher/SENCo Time	HT EYFS teacher SENCo	Ongoing	Transition for children from Nursery provision into school is smooth with adequate and appropriate resources and provision Learning walks
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Time	HT All staff	Ongoing	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Time	HT All school staff	Ongoing	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on-going health needs. e.g. Children with severe asthma, severe allergies, diabetes or mobility issues.	To ensure collaboration between all key personnel.	Time Resources	All staff involved with the child	Ongoing	Clear collaborative working approach

<p>To ensure full access to the curriculum for all children</p>	<ul style="list-style-type: none"> • CPD for staff involving outside agencies where necessary • Providing a differentiated curriculum as necessary with appropriate resources • To use P levels and appropriate banding levels to assist in developing learning opportunities and also at assessing progress • Trained support staff support • Multimedia activities • Use of interactive ICT equipment • Specific equipment sourced from specialist teaching services. 	<p>Time Equipment Specialised equipment Furniture</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Advice taken from specialist teaching services and strategies evident in classroom practice</p>
<p>To finely review attainment of all SEND pupils</p>	<ul style="list-style-type: none"> • SENCo and class teacher meetings • School SEND Support plans written by class teachers • Pupil progress meetings • Scrutiny of assessment system • Regular liaison with parents 	<p>Time Send Support Plans</p>	<p>All staff</p>	<p>Termly</p>	<p>Progress made/achieved SEND Support plan targets</p>
<p>To promote the involvement of disabled students in classroom discussions/activities</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing where appropriate:</p> <ul style="list-style-type: none"> • Wheelchair access • Support for visually impaired children 		<p>Whole school approach</p>	<p>Ongoing</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents</p>

To take account of variety of leaning styles when teaching	<ul style="list-style-type: none"> • Appropriate keyboard and mouse • Staff training • Individualised resources to aid children in order to motivate and aid the learning process 				and staff are represented within the school.
To deliver findings to the Governing Body	Governors Meetings	Time	HT SENCo SEND Gov	Annually Termly SEND Governor and SENCo meetings	Governors fully informed about SEN provision and progress

Access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

To continue improving the physical environment of the school	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Time	SMT	Ongoing	Enabling needs to be met where possible
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting areas	Time Resources Furniture	All staff	Ongoing	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved	Make sure all disabled children have plans in their SEND support plans on how to access all areas of the school	Questionnaire Time	All staff Children Parents/carers	Summer Term	Enabling needs to be met where possible

	Carry out a confidential questionnaire acquiring information on children, parents/carers access needs to ensure they are met in all events				
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews To liaise with external agencies To identify training needs	Questionnaires Time	HT SENCo	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
To ensure driveway, roads, paths around the school are as safe as possible	Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking.	Time	SMT	Ongoing	No accidents

Access of information

To improve the delivery of information for disabled pupils and parents.

To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised teaching strategies used for all children who require it (ASD, ADHD)	Time Resources and strategies put into place Classroom environment	All staff	ongoing	All children being able to access the curriculum
To review children's records ensuring schools awareness of any disabilities	Information collected about new children. Records passed up to each class teacher End of year class teacher meetings	Training Time Resources	HT All staff Office staff	Ongoing	All school staff aware of disabilities of children in their classes

	<p>Annual reviews</p> <p>SEN Support Plan meetings</p> <p>Medical forms updated annually for all children</p> <p>Personal Health Plans</p> <p>Significant Health Problems - children's photos displayed in the medical room</p>				
<p>School record systems to be reviewed and improved where necessary</p> <p>(Records on Simms/ class information)</p>	<p>Record keeping system to be reviewed</p>	<p>Time</p> <p>Data sheets</p>	<p>Parents</p> <p>Office staff</p> <p>Teachers</p>	<p>Continual review and improvement</p>	<p>Effective communication of information about disabilities throughout school</p>