

Stow Heath Primary School

Accessibility Plan 2019 - 2021

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

It covers the period **May 2019 – April 2021**. We believe that this accessibility plan is compliant with current legislation and requirements relating to disability, of the Equality Act 2010.

School governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

1. 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.
2. Stow Heath Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - 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.

- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. 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.

National curriculum inclusion statement.

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the needs of individuals and groups of pupils. It sets out three principles that are essential to developing a more inclusive curriculum:

1. setting suitable learning challenges
2. responding to pupils' diverse learning needs
3. overcoming potential barriers to learning and assessment for individuals and groups of pupils

Accessibility plan

At Stow Heath Primary School we are committed to an inclusive curriculum and increasing access to the school's facilities for all by:

- Increasing the extent to which disabled pupils can access the school's curriculum;
- Improving the physical environment of the school to increase access to education at the school;
- Improving the provision to disabled pupils of information that is provided in writing to pupils who are not disabled.

We believe that all children should have equal opportunity to participate in a broadly based curriculum according to their needs, abilities and interests.

A person with disabilities is someone who has:

- A physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia or dyspraxia, diabetes or epilepsy, pupils who are incontinent, or who have AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy.

The school must cover every aspect of school life:

admissions

education and associated services

exclusions

Admissions: The school will not discriminate against a disabled person and will comply with the LA'S policy on admissions.

Exclusions: The school will not discriminate against a disabled pupil by excluding him or her from school for a reason related to their disability.

Education and associated services:

The curriculum

Teaching and learning

Classroom organisation

Breaks and lunchtimes

School policies

Schools clubs and activities

Homework

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Assessment and exam arrangements

Timetabling

School trips

Exclusion procedures

The whole life of the school



Consultation on the plan

We will consult with agencies to assist the school in meeting its duty regarding pupils with disabilities.

Publicise the plan

Plan will be published on the school website.

Implementation

The school has a statutory duty to implement the plan and to allocate adequate resources to it.

Evaluation

The plan should be reviewed every 3 years and revised as necessary, or when any changing to the site are made.

Success criteria:

- greater satisfaction of disabled pupils and their parents with the provision made for them and their participation in the life of the school

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- evidence of greater involvement of disabled pupils in the full life of the school
- observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- progressive, planned improvements to the physical environment of the school
- information for pupils available in a range of formats



Ensure the future of the accessibility plan

Over time the plan will become less an independent strategy and more a thread running through all the school's plans and policies including:

- plans related to capital works and premises management
- curriculum
- ICT support services
- Staff training and other associated services
- School Improvement Plan

CURRICULUM ACCESS

TARGET	ACTION	PERSONS RESPONSIBLE	PERSONS INVOLVED	SUCCESS CRITERIA	TIME SCALE	RESOURCES/INSET/FINANCE/TIME	EVIDENCE
Increase access to the curriculum for pupils with disability	Identification of pupils with disabilities	SENCO	Nursery teacher/Rainbow Manager, EYFS lead	Strategies and resources secured and in place.	Termly basis or on admission	Rockets Room and Rockets +1	SENCO report to Governors.
	IEP's include targets appropriate to	SENCO	staff	Pupils with disabilities make the same	Termly reviews.	Staff meeting on learning plan development Resources identified and secured	SENCO report to Governors.

	pupils with a disability			or similar progress as their peers.			
	Staff training is secured to strengthen the knowledge of staff	SENCO	staff	Pupils with disabilities make the same or similar progress as their peers.	Annual updates	staff meeting Mentoring/coaching Program	SENCO report to Governors.
	Differentiation is clear in teacher planning.	SLT	staff	Pupils with disabilities achieve in line with school expectations	Annual review through monitoring programme	Coaching and mentoring from SLT	SENCO report to Governors
Out of school activities accessible to all pupils.	All out-of school activities are planned to ensure the participation of the whole range of pupils	SENCO/Coordinator	staff	All out-of school activities are planned to ensure the participation of the whole range of pupils	Termly monitoring	Coordinator time with SENCO	All pupils have access to Afterschool clubs.
MONITORING METHOD		EVALUATION			REPORTING		
Termly report to Governors		Self review to Governors			Headteacher's report and governors minutes, Prospectus, website		

Review document awaiting approval



PHYSICAL ENVIRONMENT

TARGET	ACTION	PERSONS RESPONSIBLE	PERSONS INVOLVED	SUCCESS CRITERIA	TIME SCALE	RESOURCES/INSET/FINANCE/TIME	EVIDENCE
Improve the physical environment of the school	Needs of pupils, staff and visitors taken into account when refurbishments planned	Governors	SENCO	Physical environments enable needs to be met	Ongoing	Funds identified in Budget	Accessibility audits
Ensure medical needs of pupils are met.	Care plans are in place for identified pupils	SENCO	School Nurse Parents	Care plans in place	Ongoing	SENCO and School Nurse meeting time Parent meetings	SENCO report to Governors
Emergency and evacuation systems inform pupils in all areas of the school	PEEP in place	Health and Safety coordinator	Local Authority/Elite Health and Safety	PEEP in place	As required but termly review.	SENCO and HT meeting	SENCO report to F and GP committee.



All stairs accessible for pupils with mobility difficulties	Access review conducted. Vision tape/paint added as required.	Health and Safety coordinator	VI Teacher	Stairs accessible No accidents	Reviewed as appropriate	SENCO and VI teacher meeting.	Access in place.
MONITORING METHOD		EVALUATION			REPORTING		
Finance and General purposes committee		SENCO and HT			Headteacher's report and governors minutes, prospectus, web site		



DELIVERY OF INFORMATION

TARGET	ACTION	PERSONS RESPONSIBLE	PERSONS INVOLVED	SUCCESS CRITERIA	TIME SCALE	RESOURCES/INSET/FINANCE/TIME	EVIDENCE
Information is provided in simple language, symbols, large print, audio tape, or Braille and at accessible levels	SENCO will ensure that our school uses a range of communication methods to ensure information is accessible. This includes: Internal signage Large print resources Pictorial or symbolic representations	SENCO	SENCO	Information accessible	As required	School budget SEN budget	Governors Committee
MONITORING METHOD		EVALUATION			REPORTING		

Finance and General purposes committee	HT/SENCO	Headteacher's report and governors minutes, Prospectus, web site
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