



Accessibility Plan 2016 – 2019



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This





Accessibility Plan has been drawn up in consultation with the Local Authority, Governors of the school, staff and other agencies. It covers the period February 2016 – 2019. 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
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 annually and revised as necessary

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
- 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 Pl

CURRICULUM ACCESS							
TARGET	ACTION	PERSONS RESPONSIBLE	PERSONS INVOLVED	SUCCESS CRITERIA	TIME SCALE	RESOURCES/ INSET/ FINANCE/ TIME	MONITORING
To reduce and eliminate barriers to access the	To identify pupils who may need	SENCO	Nursery teacher	Strategies and resources secured	Termly basis and annually for new	Nurture room. 2 x TA's: L3 and HLTA	Governors through SENCO report.



school curriculum	additional support			and in place.	Nursery intake.		
To reduce and eliminate barriers to access the school curriculum	Staff include targets related to disability in Support Plans	SENCO	staff	Improved curriculum access for disabled pupils	Termly reviews.	Staff meeting on learning plan development Resources identified w2e bn	SEN governor
To reduce and eliminate barriers to access the school curriculum	Staff have the necessary training to teach pupils with specific disabilities – staff training	SENCO	staff	Pupils with disabilities achieve in line with school expectations	2015 – 2016	staff meeting Mentoring/coaching Program	SENCO report to Governors.
All pupils access all areas of the curriculum	CPD on teaching strategies on	SENCO	Staff	All teachers use a range of teaching styles	2015 – 2016	Coaching and mentoring programme	DH report to Governors.
Pupils learning needs are meet.	Training for teachers on differentiating the curriculum	SENCO	staff	Pupils with disabilities achieve in line with school expectations	2015 – 2016	coaching and mentoring	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	2015 – 2016	coordinator time	All pupils have access to Afterschool clubs.



MONITORING METHOD			EVALUATION			REPORTING		
Termly report to Governors			Self-review to Governors			Head teacher's report and governors minutes, Prospectus, website		