



STAINING

CE Primary School

ACCESSABILITY POLICY

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- LCC Model Policy

(Adapted and Personalised for Staining CE Primary School)

Our Mission Statement

At Staining Church of England Voluntary Controlled Primary School, in a Christian atmosphere of faith and trust, we aim to provide a safe, happy and stimulating environment for learning. Our vision is of a Christian school that has high expectations of its children and the adults who work here. We aim to develop the full potential of all our pupils, whilst nurturing strong links between the school, home, church and wider community.

This is achieved by:

- Valuing all members of the school community
- Being guided by Christian principles and living, and building these into the school ethos
- Encouraging alert and agile minds, a sense of curiosity and awe and wonder of learning
- Providing a stimulating and creative education of the highest quality, through a broad and balanced curriculum
- Fostering awareness of individuals to ensure they develop a respect for themselves and each other as children of God
- Sharing and celebrating the Christian faith, academic successes and achievement within the school and in the community
- Developing care and respect for their environment and the community in which they live
- Welcoming in to the school parents and representatives from the local church and community
- Show children they have rights, but also responsibilities, within a loving and tolerant community
- Celebrate diversity, ensuring fairness of opportunity
- Enhancing support or challenge for individuals through quality teaching and focused interventions, ensuring individual children's needs are met through the excellent knowledge of the class teacher

Purpose of the Accessibility Plan

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

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.

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).

Contextual Information

Staining CE Primary School is a single-storey building located next to St Luke's Church. Improvements over recent years have included a new library, a disabled toilet, a new main entrance and a wider KS2 corridor which includes new toilets and cloakroom. Most entrances to the school are wheelchair accessible, although two entrances to KS1 classrooms and one entrance to KS2 have a small step. KS2 classrooms are quite crowded which would make movement around them in a wheelchair quite difficult.

At present we have no wheelchair dependant pupils, parents or members of staff.

Current range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities.

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 enabled 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.

| 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 | SENCO | 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 | SENCO | 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 | SENCO | 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 | SENCO IT technician | Wider use of SEN resources in the classroom. Children with SEND make good progress |

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| 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 |

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 | As required | SENCO | Pupil passports & Care 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 |
| | Be aware of staff, governors and parents/carers access needs and meet as appropriate | Induction and on-going if required | Headteacher | |
| | 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 | Annually During recruitment process | Headteacher 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 | Yellow strip mark step edges | On-going | Site Supervisor | Visually impaired people feel safe in school grounds |

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| visually impaired people | | | | |
| 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/ SENCO | 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/SENCO | 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 |
| All fire escape routes are suitable for all | Ensure all areas of school can have wheelchair access. Egress routes visual check | On-going and as required and as appropriate Weekly checks | Headteacher Building surveyor Site supervisor | All disabled staff, pupils and visitors to have safe independent egress |

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 school website can be accessed by the visually impaired | During induction and on-going By end school year | Bursar/ Headteacher | All parents receive information in a form they can access All parents understands what are the headlines of the school information |
| 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 | SENCO | Staff can easily access specific information as needed |
| Annual review information to be as accessible as possible | Ensure Pupil passports are written with the involvement of children and parents | On-going | SENCO | Pupil passports 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 | By end 16/17 school year | 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 end 2017 | Headteacher/ Bursar | All can access information about school |

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| print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | by person with visual impairment Ensure prospectus is available via the school website | | | |
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Internet paper copies of communications may be requested from the School.