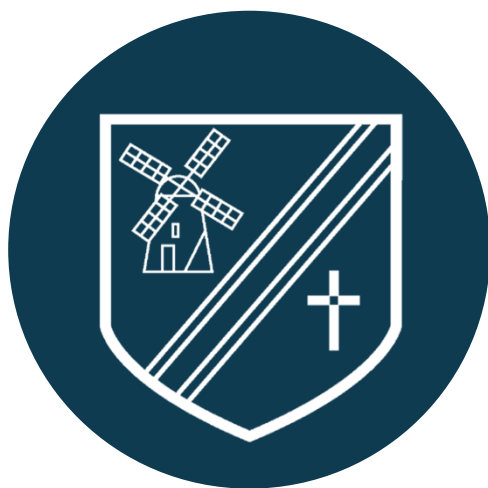


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**STAINING**  
CE Primary School

# STAINING CE PRIMARY SCHOOL

## Accessibility Plan 2023 - 2026

## Statement of intent

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing body of Staining CE Primary School. To increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCo will be responsible for:

- Working closely with the Headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The governing board will undertake an Accessibility Audit every three years, but also through the termly governor walkthrough. The audit will cover the following three areas:

- **Access to the curriculum** - the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** - the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** - the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** - this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** - this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** - this includes those with visual impairments and sensitivities
- **Auditory disabilities** - this includes those with hearing impairments and sensitivities
- **Comprehension** - this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify key actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

The extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action are then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Issue	What	Who	When	Outcome
To ensure Individual Learning Plans are effective in meeting SEND pupils' needs and are understood by class teachers and used as an essential tool for high quality provision.	<p>CPD training for teachers (SM Aut 23, Spr 24)</p> <p>SENDCo to monitor provision termly and as part of regular learning walks</p> <p>SENDCo to provide guidance in writing effective SMART targets to ensure effective strategies and recommendations of EEF are considered</p>	<p>Class teachers SENCo</p> <p>SENCo and English Subject leader</p>	<p>Autumn 2023 Spring 2024</p> <p>Autumn 2023</p>	<p>Individual Learning Plans reflect fully the provision in place and provision is effective in meeting SEND pupils' needs.</p> <p>The Individual Learning Plans are fully up to date and reflect the provision the child needs and receives.</p> <p>Class teachers understand and have ownership of high-quality Individual Learning Plan documents.</p>
Ensure effective reading intervention and scheme are in place across school to support pupils with SEND	<ul style="list-style-type: none"> <li>Reintroduce none phonics-based reading resources and schemes of work, particular in KS2.</li> <li>Ensure a wider range of dyslexia friendly texts are in place.</li> <li>Introduce Reading Partners training for key staff - Nov 2022</li> </ul> <p>Implement Reading Partners</p> <p>Monitor and evaluate ongoing impact</p>	<p>SENDCO/Early Reading Lead</p> <p>SENDCO/Early Reading Lead</p> <p>SENCO/Early Reading Lead</p>	<p>Autumn 2023</p> <p>Ongoing 23/24</p> <p>Autumn 2023</p>	Pupils can access a reading approach that is supported and recommended by specialist professionals. This ensures they continue to make progress in reading and leave Staining CE Primary School as fluent readers.

	<ul style="list-style-type: none"> <li>Appoint NELI TA for EYFS delivery 23/24</li> </ul>	DHT/SENDSCO	Autumn 2023	
Ensure the individual learning needs of all pupils are fully met to support inclusive practice.	<ul style="list-style-type: none"> <li>Introduce Sensory Circuits</li> <li>Establish stronger links with specialist provision with teacher visits and teaching assistant visit to Red Marsh.</li> </ul>	PL/FLM  AHT/SENDSCO	Autumn 2023  Spring 2024	Pupils receive provision that ensures they are fully included and make progress in a setting that supports their wellbeing.

## Planning duty 2: Physical environment

The extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action are then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Issue	What	Who	When	Outcome criteria
School playground/surface is uneven due fall of the ground underneath	Resurface playground to include markings and courts	LCC linked to surface replacement	Summer 2024	Improved access to playground for all parents and pupils.
Improve toilet spaces in school to make them easier to access particularly for those with toileting issues.	Replace the toilets in Year 1 and Year 2 to ensure 6 boys toilets and 6 girls toilets.  Replace the toilet in Year 3 to ensure 3 boys toilets and 3 girls toilets	HT	Summer 2024/25  Autumn half term 2025	Ensure toilets are lighter and brighter. Increase numbers of toilets and improve the flooring to meet the needs of pupils with mobility challenges.

## Planning duty 3: Information

The extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action are identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Issue	What	Who	When	Outcome criteria
New website	Improvements and changes to current school website to allow easier navigation and documents, key policies and new information to be easily accessible	Parent APPs School office	Spring 2023	Improved access to information for all parents/carers
Investigate alternative uses of communication	Increase knowledge of staff and pupils for future events	All pupils and staff	Upcoming Project 25/26	Improved access to information for all parents/carers