



# Stoney Middleton CE (C) Primary School

*“There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace”*

~Kofi Annan

## Accessibility Plan 2017-2020

### The Purpose of this Plan

This plan shows how Stoney Middleton 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.

### Contextual Information

Stoney Middleton CE Primary School maintains an important role in the community of Stoney Middleton. There has been a church school in Stoney Middleton for over 180 years having been built in 1835. The school still resides in the original school building which has been enlarged and improved over time.

In 2000 the school was enlarged to accommodate more children with a classroom being developed upstairs. This is used for KS2 lessons.

At present we have no wheelchair dependent 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 difficulties. We have a small number of children with a hearing impairment and a small number of parents with mobility disabilities managed through medication and not requiring wheelchair use.

## Areas of planning responsibilities

1. 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).
2. Improving access to the physical environments of schools (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupil (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 timeframe.

### 1. 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, staff appraisal 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, mixed age, 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 are invited to join all after-school clubs, leisure and cultural activities and educational visits.

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 for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation.	Dyslexia focus – April 2017 ASD focus – June 2017	Headteacher & SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation.

	Online learning modules as required.			
Use ICT software to support learning	Make sure software is purchased and installed where necessary.	As required.	Headteacher & ICT technician.	Wider use of SEN resources in classrooms
Educational Visits accessible to all	Develop guidance for staff on ensuring that all venues are fully accessible to all pupils. Ensure each venue is vetted for appropriateness.		Headteacher & EVC	

## 2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the EHCP process when required. Be aware of staff, governors and parents access needs are met as appropriate. Consider access needs during	As required. Induction and on-going if required.	Headteacher & SENCO	EHCP in place for disabled pupils and all staff are aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not

	recruitment process.			influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas (with the exception of the upstairs classroom – currently used for KS2 but if disabled child enters KS2 classes will be moved)	Consider needs of disabled pupils, parents/carers or visitors.	As required.	Head/Governors, School Buildings Team	Access for all
Ensure access to reception area for all.	Check the dimensions of main doors		Head, Buildings Team	Disabled parents/carers feel welcome in the school.
Improve internal and external environment access for visually impaired people.	Ensure blinds are kept in good order. Ensure that internal steps are kept in good order.	On-going as required.	Head, H&S Governor	Visually impaired people feel safe in the environment.
Ensure that any disabled pupils can be safely evacuated (using PEEP)	Ensure that PEEPs are prepared for any pupils with disabilities entering the school (as part of ECHP process and induction to school)	As required.	Head, SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.

Ensure that hearing and visual equipment in classrooms are cleaned regularly and monitored to support hearing impaired and visually impaired learners.	Seek support from the LA HI and VI advisory services as required. Cleaning of IT equipment on regular basis.	Ongoing as required	LA HI and VI teachers in conjunction with SENCO. IT	All children have access to the necessary and appropriate equipment.
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### 3. 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 and parents. 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 timeframe.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible and in preferred format.	Provide information and letters in clear print, in simple English. School office will support and help parents to access information and complete school forms as necessary.	During induction of pupil and on-going	School Office Head	All parents receive information in a form that they can access. All parents understand what they have received and the headlines of the school.
Improve the delivery of information in writing in an	Provide suitably enlarged, clear print and	As required	Office, Head, SENCO	Excellent communication. Ongoing

appropriate format.	use matt laminates for pupils with a visual impairment. Backgrounds and overlays used as required.			appropriate use of resources.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia etc. and accessible information.	Ongoing	SENCO	Staff produce own information in an accessible format.
Provide information in other languages for pupils or prospective pupils.	Access to translators, sign language interpreters to be considered and offered if possible.	As required	SENCO	Pupils and or parents feel supported.