



School Accessibility Plan “A school without walls or ceilings.”

This policy is to be read in conjunction with the vision, values and distinct Christian character of the school. At the heart of our school is Jesus’ parable of the mustard seed where our principle values are explored:

Courage Kindness Respect Forgiveness Trust Hope.

| | | |
|------------------------------|---------------------------|--|
| Date policy was written: | August 2024 | |
| Record of reviews/amendments | Sep 2024--Ratified at FGB | |
| Written by: | Edward Powe | |
| Headteacher | Edward Powe | |
| Chair of Governors | Jenny Smith | |
| Date of next review | July 2026 | |

Staverton C of E Primary School Accessibility Plan for 2024–27

At Staverton, we want all children to flourish, and we aspire to be a ‘school without walls and ceilings’. We set suitable learning challenges and respond to all children’s diverse learning needs. Some children have barriers to learning that mean they have Special Educational Needs and/ or disabilities and may require specific support from the school. At Staverton, we take account of these needs and make provision to support individuals or groups of children to enable them to participate fully in both social and academic activities so they are able to succeed and flourish in their personal life and within the wider community and leading on to adulthood.

The School is committed to providing an environment that enables full curriculum access to all pupils and that values and includes all pupils, staff, parents and visitors. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where practicable

The Accessibility Plan will be published on the school website with hard copies also available on request from the school office.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day- to -day activities.

Legal background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEAs against either current or prospective disabled pupils in their access to education It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in 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 the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education);
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

Staverton School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school’s continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility.

Contextual Information

The school is a one storey building which has disabled facilities and toilets. Wheelchair access is available into all the classrooms. There is disabled parking on site. The playground is accessible to wheelchair users, although the school field may give restricted access unless accompanied by an adult. At present we have no wheelchairs dependent pupils but we have some parents with mobility impairments.

The Current Range of Disabilities Within Staverton School

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. We have a child who has epilepsy and a child who may require the use of an epipen.

Some children have allergies or food intolerances/cultural food choices; kitchen staff liaise with parents to ensure that foods prepared are appropriate. Staff are provided with information relating to the medical needs of all children in the school.

We have competent Paediatric First Aiders and First Aiders who hold current First Aid certificates. All medication, other than inhalers and/or epipen is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. Where needed, Individual Health Plans are created.

The school’s accessibility plans are aimed at:

- **Increasing access for disabled students to the school curriculum.** 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.
- **Improving access to the physical environment of schools.** This covers improvements to the physical environment of the school and physical aids to access education
- **Improving the delivery of accessible information to those with disabilities.** This will include how much information is available in different forms.

Aim to increase the extent to which pupils with disabilities can participate in the curriculum

| Targets | Strategies | Outcomes | Timeframe | Achieved |
|--|--|---|--|----------|
| Ensure all students have access to the maximum | Continue to identify limiting factors to any planned activity and, where | All pupils have access to the full breadth of curriculum experience | Dependent on need of individual staff or pupils at | |

| | | | | |
|--|---|---|---|--|
| curriculum experience possible | practicable, provide alternative activity of similar nature | | the time. Each class has dedicated TA to support pupils as required. TAs can be moved when required. | |
| To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential etc. | Review out-of-school provision to ensure compliance with legislation | All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met. | On going | |
| To meet the needs of individuals during statutory end of KS2 tests | Children will be assessed, in accordance with regular classroom practice, and additional time, use of scribe, technology etc will be applied for as needed. | Barriers to learning will be reduced or removed enabling children to achieve their full potential. | Annually | |
| To continue to train support staff to enable them to meet the needs of children with a range of SEN. | SEND Co to review the needs of children and provide training for Teaching Assistants/ and or teachers as needed | Teaching Assistants and or Teachers are able to enable all children to access the curriculum. | On going | |
| To provide specialist equipment to promote participation in learning by all pupils. | Assess the needs of the children in each class and provide equipment as needed e.g. headphones, writing slopes, privacy boards etc. | Children will develop independent learning skills. | Reviewed termly by SENCO | |

Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided

| Targets | Strategies | Outcomes | Timeframe | Achieved |
|--|--|--|-----------|----------|
| To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. | Audit of accessibility of school buildings and grounds by SLT and Finance and Premises Governors. Suggest actions and implement as budget allows. | Modifications will be made to the school building to improve access. | On going | |

Improve the availability of accessible information for disabled pupils

| Targets | Strategies | Outcomes | Timeframe | Achieved |
|---|--|--|-----------|----------|
| To ensure that all parents and other members of the school community can access information | Written information will be provided in alternative formats as necessary | Written information will be provided in alternative formats as necessary | As needed | |
| To ensure that parents who are unable to attend school, because of a disability, to access parent's evenings. | Staff to hold parents evenings by phone or send home written information | Parents are informed of children's progress | Termly | |

Equality and Inclusion

| Targets | Strategies | Outcomes | Timeframe | Achieved |
|---------|------------|----------|-----------|----------|
|---------|------------|----------|-----------|----------|

| | | | | |
|--|---|---------------------------------------|----------|--|
| To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings. | Clerk to Governors to add to list for FGB meetings. | Adherence to legislation. | Annually | |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | Policies reflect Current legislation. | On going | |

Appendix I: Checklist to identify barriers to access

| Curriculum Access | Yes | No | Curriculum Access | Yes | No |
|---|------------|-----------|---|------------|-----------|
| Do you ensure that teachers and TAs have the necessary training to teach and support disabled pupils? | | | Are all pupils encouraged to take part in music, drama and physical activities? | | |
| Can your classrooms be optimally organised for those with disabilities | | | Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading? | | |
| Do lessons provide opportunities for all children to achieve? | | | Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work? | | |
| Are lessons responsive to pupil diversity? | | | Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education? | | |
| Do lessons involve work to be done by individuals, pairs, groups and the whole class? | | | Do staff provide access to computer technology appropriate for pupils with disabilities? | | |
| Are school visits, including residential, made accessible to all pupils irrespective of attainment or impairment? | | | Are there high expectations of all pupils? | | |
| Do staff seek to remove barriers to learning and participation? | | | Are there appropriate access arrangements in place for public examinations (e.g. SATs)? | | |

| Site and Buildings | Yes | No | Site and Buildings | Yes | No |
|--|------------|-----------|--|------------|-----------|
| Does the size and layout of areas – including academic, sporting, play, social, classrooms, assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils | | | Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities, showers and other obstructions? | | |
| Are pathways of travel around the school site and parking arrangements safe, free from hazards and routes logical? Are all entrances and exits safe? | | | Are staff aware of emergency and evacuation systems? Are these set up to inform ALL pupils, including pupils with SEN and disability? | | |

| | | | | | |
|--|-------------|--|---|-----------|--|
| Are non-visual guides used, to assist people to use buildings? | | | Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy? | | |
| Are areas to which pupils have access well lit? | | | Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment? | | |
| Is furniture and equipment selected, adjusted and located appropriately? | As required | | Are door systems accessible to all? | All staff | |
| Is there flexibility over lesson change times to enable students to move around school at quieter times, e.g. lunch/ break/ home | | | Is there an accessible toilet of a size to accommodate a hoist and shower | | |