

ACCESSIBILITY PLAN

Sticklepath Community Primary Academy



REVIEWED January 2024

As a matter of policy and practice Sticklepath Community School carries out an equality impact assessment (EIA) to ensure a policy does not, even inadvertently, disadvantage groups of pupils with protected characteristics, in compliance with para 1.4.17 of the school Equality Policy

Sticklepath Community School

ACCESSIBILITY PLAN

Date of plan: March 2022

Date of review: January 2024

Member of staff responsible: Tash Summerville (SENCO)

The plan was reviewed and adopted by the Governors on 11.07.17 and updated annually to reflect any changes.

1. Sticklepath Community Primary Academy strives to ensure that whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.
2. Sticklepath Community Primary Academy aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:
 - 2.1 having high expectations of all pupils to succeed
 - 2.2 finding ways in which all pupils can take part in the full curriculum including sport, music and drama
 - 2.3 planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
 - 2.4 devising teaching strategies which will remove barriers to learning and facilitate participation for pupils with disabilities
 - 2.5 planning the physical environment of the school to cater for the needs of pupils with disabilities
 - 2.6 raising awareness of disability amongst school staff (teaching and nonteaching) through staff training
 - 2.7 by providing written information for pupils with disabilities in a form which is user friendly
 - 2.8 by using language which does not offend in all its literature and making staff and pupils aware of the importance of language

2.9 by examining our library and reading books to ensure that there are examples of positive images of disabled people

3. The definition of disability is

3.1 ***“A person suffers 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.”***

3.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers medical conditions when they have long-term and substantial effects on pupils' everyday lives.

3.3 **We recognise:**

3.4 Our duty under the Equality Act 2010

3.5 Schools and LAs must ensure that:

3.5.1 A disabled person can benefit from what you offer to the same extent that a person without that disability can

3.5.2 Schools will provide adequate resources for implementing plans and must regularly review them.

3.6 Schools must implement accessibility plans which are aimed at:

3.6.1 **improving the physical environment of schools to enable disabled pupils to take better advantage of education** (this includes improvements to the physical environment of the school and physical aids to access education).

3.6.2 **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).

3.6.3 **improving the delivery of information to disabled pupils** (this will include making written information available to disabled pupils and their families taking into account the parents' preferred format)

4. Purpose of the plan:

- 4.1 Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and wider outcomes.
- 4.2 Sticklepath Community Primary Academy is a large school on the outskirts of Barnstaple. There are approximately 470 pupils on roll in a two form entry with an onsite nursery. The school has disabled pupils on roll, with both physical and educational disabilities. Every year group has an accessible classroom, with access to the school hall, playground, library etc. Access into the school building is good with ramps leading to the playground and field. There is a side entrance that parents can use at drop off and pick up times that is wheelchair accessible and arrangements can be made to collect children from reception. There is a designated disabled toilet.
- 4.3 The school will make reference to accessibility when planning to include:
 - 4.3.1 Limited kerbs
 - 4.3.2 Adapted exterior surfaces
 - 4.3.3 Easily accessible reception area
 - 4.3.4 Clearly labelled escape route signage
- 4,3,5 Safe use of internal and external doors
 - 4.3.6 Toilets and washing facilities
 - 4.3.7 Lighting
 - 4.3.8 Ventilation
 - 4.3.9 Ramps
 - 4.3.10 Handrails
 - 4.3.11 Widened doors

5. Increase access for disabled pupils to the school curriculum

- 5.1 At Sticklepath Academy, we aim to provide access to a full, broad and balanced curriculum. Improving teaching and learning lies at the heart of the school's endeavours. Through reflective practice and continued professional development we aim to enhance staff knowledge, skills and understanding to promote excellent learning opportunities for all children.
- 5.2 We will improve access to the curriculum for all disabled pupils, through adjustments made to the curriculum dependent on individual needs. Support will be provided through quality wave 1 teaching and high quality targeted interventions.
- 5.3 At Sticklepath Academy the staffing structure ensures sufficient staff, both teaching and support, are available to meet the needs of all pupils. In addition, children with an Education, Health Care Plan may have TA and MTA hours directed solely to meet the needs of that child. In cases where timetables are complicated and/or a member of staff is appointed this time and already works at the school, allocated hours may be split between more than one person. The needs of the child will always be the deciding priority.
- 5.4 In preparation for transition from class to class in September, the SENCO and SMT will meet to identify which member of staff is best qualified to support any disabled pupil. Training needs will be identified and booked as soon as is practical.
- 5.5 Notwithstanding movement of teaching and support staff due to promotion and recruitment, and following collaborative discussion, the parents of children with disabilities will be notified which members of staff will be working with their child by July each year.

5.6 Training and information for teachers/support staff will form part of the SENCO's role who will update staff on strategies for supporting children with specific learning difficulties/disabilities, so as to keep staff skills current. This may be prioritised by the needs of children currently on roll.

6. Improving the delivery of written information to pupils with disabilities

6.1 The staff will identify those disabled children or parents who may require information such as handouts, timetables or information about school to be presented in different formats.

6.2 Information may be made available in alternative formats such as Braille, communicate in print, sound pegs, audio tape and large print. We aim to send information within a reasonable timeframe and take account of the pupils'/parents' disabilities and their preferred format.

7. Other related school policies

7.1 Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

Teaching and Learning

Equality Policy

Behaviour Policy

Admissions policy/criteria

Policy for school trips and excursions

SEN policy

Exclusion

8. Monitoring

8.1 Sticklepath Community Primary Academy recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. (Essentials are in **Bold** type)

8.2 Within the whole school monitoring and self-evaluation framework we will monitor:

- **Attainment**
- **Attendance**
- Punctuality
- Rewards
- Sanctions
- **Exclusions**
- Response to support and intervention
- SEND register
- Extra-curricular activities
- Home learning
- **Health and Safety issues**
- **Selection & safer recruitment of staff**

- **Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors</p>	<p>To have a ILP (Individual Learning Plan) for individual disabled pupils as part of their admission process as required</p>	<p>As required</p>	<p>SENCO/ Governors</p>	<p>Plans in place for disabled pupils and all staff aware of pupils needs</p>
	<p>Be aware of staff, governors' and parents' access needs and meet as appropriate</p>	<p>Induction and on-going if required</p>	<p>Co-headteacher</p>	<p>All staff and governors feel confident their needs are met</p>
	<p>Through questions and discussions find out the access needs of parents/carers through parent questionnaire</p>	<p>Annually</p>	<p>Co-headteacher</p>	<p>Parents have full access to all school activities</p>
	<p>Consider access needs during recruitment process</p>	<p>Recruitment process</p>	<p>Co -headteacher</p>	<p>Access issues do not influence recruitment and retention issues</p>
<p>Layout of school to allow access for all pupils to all areas</p>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any future redesign</p>	<p>Consider in any new development</p>	<p>Co -Headteacher/ Resources committee/ Governors</p>	<p>Disabled parents/carers/visitors feel welcome</p>
<p>Ensure access to hall area to all</p>	<p>Develop system to allow entry for wheel chair users to the hall for performances and assemblies.</p>	<p>Consider a way of keeping front doors open for wheel chair access</p>	<p>Governors</p>	<p>Disabled parents/carers/visitors feel welcome</p>

Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Review annually	H&S Co-ordinator H&S Co-ordinator	All disabled pupils and staff working alongside 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 visually impaired and hearing impaired agencies on information with regard to visually and hearing impaired pupils	On-going and as required Software may be required As required	ICT Subject Leader	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek support from hearing impaired agencies on the appropriate equipment	On going	External Advisers	All children to have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	Governors	All disabled staff, pupils and visitors able to have safe independent egress

Reference: 3.6.1

Reference: 3.6.2

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in scaffolding learning opportunities in each session	Be aware of staff training needs on curriculum access Seek advice from external agencies	On-going and as required	Class Teachers	Raised staff confidence in strategies for scaffolding pupils learning and increased pupil participation in wave one lessons
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Ensure clear targets on ILP my plans are regularly set and reviewed for disabled pupils. Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs

<i>Use ICT hardware/software to support learning</i>	<i>Make sure software installed where needed</i>	<i>As required</i>	<i>ICT</i>	<i>Wider use of SEN resources in classrooms</i>
<i>All educational visits to be accessible to all</i>	<i>Develop guidance for staff on making trips accessible</i> <i>Ensure each new venue is vetted for appropriateness</i>	<i>As required</i>	<i>Class Teacher</i>	<i>All pupils in school able to access all educational visits and take part in a range of activities</i>
<i>Review PE curriculum to ensure PE accessible to all</i>	<i>Gather information on accessible PE and disability sports including Devon disability games</i> <i>Seek disabled sports people to come into school</i>	<i>As required</i>	<i>PE Co-ordinator</i>	<i>All to have access to PE and be able to excel</i>

Target	Strategies	Timescale	Responsibility	Success Criteria
<i>Review information to parents/carers to ensure it is accessible</i>	<i>Provide information and letters in clear print in 'simple' English</i> <i>School office will support and help parents to access information and complete school forms or online registration if required</i> <i>Ensure website and all documents accessible via the school website can be accessed by the visually impaired</i>	<i>During induction</i> <i>On going</i> <i>As required</i>	<i>Office</i> <i>Office</i> <i>Office</i>	<i>All parents receive information in a form that they can access</i> <i>All parents understand what are the headlines of the school information</i>
<i>Improve the delivery of information in writing in an appropriate format</i>	<i>Provide suitably enlarged, clear print for pupils with a visual impairment</i>	<i>As required</i>	<i>Office</i>	<i>Excellent communication</i>
<i>Ensure all staff are aware of guidance on accessible formats</i>	<i>Guidance to staff on dyslexia and accessible information</i>	<i>On going</i>	<i>SENCO</i>	<i>Staff produce their own information</i>
<i>Provide information in other languages for pupils or prospective pupils who may have language difficulties</i>	<i>Access to translators, sign language interpreters to be considered and offered if possible</i>	<i>As required</i>	<i>Office</i>	<i>Pupils and/or parents feel supported and included</i>

<i>Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</i>	<i>Ensure website is fully compliant with requirement for access by person with visual impairment</i>	<i>ongoing</i>	<i>Office</i>	<i>All can access information about the school</i>
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Reference: 3.6.3