



Accessibility Plan

INTRODUCTION

Seven Stars Primary School has been described as being a 'welcoming and caring environment'. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'Learning Journey'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced 'Learning Journeys' curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

PURPOSE OF PLAN

This plan shows how Seven Stars 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 affect on his/her ability to carry out normal day-to-day activities.

AREAS OF PLANNING RESPONSIBILITY

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 schools (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 timeframe

CONTEXTUAL INFORMATION

Seven Stars Primary School has two sites both of which are one storey with wheelchair access throughout and separated by a playground. We have a disabled toilet in each building.

All access to the school is via entrances and exits without steps except for two doors into the Millbrook building and into our Comets and Eden classes where there are small steps over the threshold through which Years 1, 2, 3 and 4 enter and exit school.

The Early Years children are housed in a single storey building (Shawbrook). The main entrance to the School also has level access with automatic doors.

At present we have no wheelchair dependent pupils, parents or members of staff although we do have a child who is likely to require a wheelchair in the near future.

CURRENT RANGE OF KNOWN DISABILITIES

The school has children with a range of disabilities which include moderate and specific learning disabilities, physical disabilities including muscular dystrophy (Duchene)

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 as well as through our SEN 'Comets' class which runs in the morning and includes high needs pupils from various 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 after school 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	Timescale	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, differentiation and recording methods 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
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 individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on further accessible PE and disability sports Seek disabled sports people to come into school	As required	PE coordinator	All to have access to PE and be able to excel

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL

Provision at Seven Stars Primary School will be negotiated and all reasonable measures will be taken to improve access to the physical environment of the school 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. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Timescale	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 IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	As required Induction and on-going if required Annually Recruitment process	SENCO Headteacher	IEPs in place for disabled pupils and all staff 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 influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign Replace worn out carpets to ensure walkways are flat	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure access to all classrooms and through all entrances in the school (specifically to Years 1, 2, 3 and 4 and to Comets and Eden classes)	Improve access to areas during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	Headteacher / Premises manager/ Property Surveyor	Disabled parents/carers/visitors have easy access through all entrances to the school

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure all disabled pupils can be safely evacuated	Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO SENCO	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	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access Egress routes visual check	On-going and as required and as appropriate Weekly	LA Premises Manager	All disabled staff, pupils and visitors able 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 hand-outs, 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.

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 schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by people with disability.</p>	<p>During induction</p> <p>On-going</p> <p>Current</p>	<p>KS1/office</p> <p>School Office</p> <p>Office/ Website design team</p>	<p>Parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>
Improve the delivery of information in writing in an appropriate format	<p>Provide suitably enlarged, clear print for pupils with a visual impairment</p>	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	<p>Guidance to staff on dyslexia and accessible information</p>	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	<p>Develop child friendly targeted learning plan formats</p>	On-going	SENCO	Staff more aware of pupils preferred method of communications

Target	Strategies	Timescale	Responsibility	Success Criteria
Languages other than English to be visible in school	Some welcome signs to be multilingual	2020	EAL coordinator	Confidence of parents to access their child's education
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 Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included
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	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	2020	Office	All can access information about the school

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– September 2019