

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 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 is currently undergoing a rebuilding project which has involved demolishing one building.Staff and pupilsare all housed in the main building and three temporary classrooms have been assembled on the school field for the duration of the building work. The temporary classrooms are all wheelchair accessible and have disabled toilets.

All access to the school via main entrances and exits are step free. There are small steps from some of the minor doors onto the grounds – from Y2 onto the outdoor area, one of the doors from the hall onto the grounds, from Y3 onto the yard. The main entrance to the school has level access with automatic doors from the outside and a push button to open from the inside that is at the correct height for wheelchair users.

At present we have no wheelchair dependent pupils, staff or parents though we do have two pupils who require a wheelchair to be available if required. We have a volunteer who uses a mobility scooter and requires access for it to the building.

**CURRENT RANGE OF KNOWN DISABILITIES**

The school has children with a range of disabilities which include moderate and specific learning disabilities, physical disabilities including cerebral palsy and disabilities such as Down Syndrome.

**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 inclusive classes as well as through our SEN Unit ‘The Space Hub’ which is a unit consisting of two Key Stage 2 classes with a capacity of 8 children per class and a higher level of staffing and expertise within SEND.

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 confidenceof all staff inadapting thecurriculum | Be aware of stafftraining needs oncurriculum adaptationOngoing staff training on Great Teaching techniques, Cognitive Science and Culture for Learning | On-going and asrequired | Teaching & Learning Lead, SENDCo | Raised staffconfidence instrategies foradaptation andincreased pupilparticipation |
| Ensure classroomsupport staff havespecific training ondisability issues | Be aware of stafftraining needsStaff accessappropriate CPDOnline learningmodules ifrequired using Connex Academy | As required | SENDCo | Raised confidenceof support staff |
| Ensure all staff areaware of disabledchildren’scurriculum access | Set up a system ofindividual accessplans for disabledpupils whenrequiredInformation sharingwith all agenciesinvolved with child | As required | SENDCo | All staff aware ofindividuals needs |
| Use ICT software tosupport learning | Make sure softwareinstalled whereneededKeep Computing Lead up to date with appropriate software, hardware and training | As required | Computing LeadSENDCo | Wider use of technology to support SEND inclassrooms |
| Educationalvisits to beaccessible to all | Develop guidancefor staff on makingtrips accessibleEnsure each newvenue is vetted forappropriateness | As required | HT/EVCSENDCo | All pupils in schoolable to accesseducational visitsand take part in arange of activities |
| Review PEcurriculum toensure PEaccessible to all | Gather informationon furtheraccessible PE anddisability sportsParticipate in disability awareness in sports and events | As required | PE LeadSENDCo | All to have accessto PE and be ableto 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 awareof disabled pupils,staff, governors,parent/carers andvisitors | To create access plans for individual disabled pupilsas part of the IEP processwhen requiredBe aware of staff,governors and parentsaccess needs and meetas appropriateThrough questions anddiscussions find out theaccess needs ofparents/carers throughnewsletterConsider access needsduring recruitmentprocessEnsure staff aware ofEnvironment AccessStandard | As requiredInduction and on-going ifrequiredAnnuallyRecruitmentprocess | SENDCoHeadteacher | IEPs in place fordisabled pupils andall staff aware ofpupils needsAll staff andgovernors feelconfident theirneeds are metParents have fullaccess to all schoolactivitiesAccess issues donot influencerecruitment andretention issues |
| Layout of school toallow access for allpupils to all areas | Consider needs ofdisabled pupils,parents/carers or visitors when considering anyredesignReplace worn outcarpets to ensurewalkways are flat | As required | Head/ Governors/Site manager/School Surveyor | Re-designedbuildings are usableby all |
| Ensure access to allclassrooms andthrough allentrances in theschool (specificallyto Years 1, 2, 3 and4 and to Cometsand Edenclasses) | Improve access to areasduring any re-designDevelop system to allowentry for wheel chairusers | Consider inany newdevelopment | Headteacher /Premises manager /parents/carers/Property Surveyor | Disabledvisitors have easyaccess through allentrances to theschool |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Target | Strategies | Timescale | Responsibility | Success Criteria |
| Ensure all disabledpupils can be safelyevacuated | Review PersonalEmergencyEvacuation Plan(PEEP) for all pupilswith difficultiesDevelop a systemto ensure all staffare aware of theirresponsibilities | As required EachSept | SENDCo | All disabled pupilsand staff workingalongside are safein the event of afire |
| Ensure accessibilityof access to ITequipment | Alternativeequipment in placeto ensure access toall hardwareincluding hall | On-going and asrequiredSoftware may berequiredas required | ICT | Hardware andsoftware availableto meet the needsof children asappropriate |
| All fire escaperoutes are suitablefor all | Make sure all areasof school can havewheelchair accessEgress routesvisual check | On-going and asrequired and asappropriateWeekly | LAPremisesManager | All disabled staff,pupils and visitorsable to have safeindependentegress |

**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 informationto parents/carers toensure it isaccessible. | Provide informationand letters in clearprint in “simple”EnglishSchool office willsupport and helpparents to accessinformation andcomplete schoolformsEnsure website andall documentaccessible via theschool website canbe accessed bypeople withdisability. | During inductionOn-goingCurrent | OfficeSchool OfficeOffice/ Websitedesign team | Parents receiveinformation in a form that they can accessAll parentsunderstand what are the headlines of the school information |
| Improve thedeliveryof information inwriting in anappropriateformat | Provide suitablyenlarged, clearprint for pupils with avisual impairment | As required | Office/SENDCo | Excellent communication |
| Ensure all staff areaware of guidanceon accessibleformats | Guidance to staff on dyslexia and accessibleinformation | On-going | SENDCo | Staff produce their own information |
| Annual reviewinformation to beasaccessible aspossible | Develop childfriendly targetedlearning plan formats | On-going | SENDCo | Staff more aware ofpupils preferredmethod ofcommunications |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Target | Strategies | Timescale | Responsibility | Success Criteria |
| Languages otherthan English to bevisible in school | Some welcomesigns to be multi-lingual | On-going development, responding to the variety of languages represented in school | HT | Languages visible are representative of the families in school |
| Provideinformationin other languagesfor pupils of prospectivepupils who may havedifficulty with hearing or language problems | Access to translators, sign language, interpreters to beconsidered andoffered if possible | As required | SENDCo | Pupils and/or parents feel supported and included |
| Provide informationin simplelanguage, symbols, requirement for large print for prospectivepupils or prospectiveparents/carers whomay have difficultywith standard form of printedinformation | Ensure website isfully compliant withaccess by personwith visualimpairment.Ensure Prospectusis available via theschool website. | Ongoing review | Business Manager | All can accessinformation aboutthe school |

**Mike Mitchell (Headteacher)**

**Gill Butterworth (Deputy/SENDCo)**

**- September 2024**