

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.

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| Target | Strategies | Timescale | Responsibility | Success Criteria |
| Increase confidence  of all staff in  adapting the  curriculum | Be aware of staff  training needs on  curriculum adaptation  Ongoing staff training on Great Teaching techniques, Cognitive Science and Culture for Learning | On-going and as  required | Teaching & Learning Lead, SENDCo | Raised staff  confidence in  strategies for  adaptation 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 using Connex Academy | As required | SENDCo | 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 | SENDCo | All staff aware of  individuals needs |
| Use ICT software to  support learning | Make sure software  installed where  needed  Keep Computing Lead up to date with appropriate software, hardware and training | As required | Computing Lead  SENDCo | Wider use of technology to support SEND in  classrooms |
| 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  SENDCo | All pupils in school  able to access  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  Participate in disability awareness in sports and events | As required | PE Lead  SENDCo | 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.

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| Target | Strategies | Timescale | Responsibility | Success Criteria |
| The school is aware  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 | SENDCo  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 /parents/carers/  Property Surveyor | Disabled  visitors have easy  access through all  entrances to the  school |

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| 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 | SENDCo | 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.

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

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| Target | Strategies | Timescale | Responsibility | Success Criteria |
| Languages other  than English to be  visible in school | Some welcome  signs 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 |
| Provide  information  in other languages  for pupils of 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 | SENDCo | Pupils and/or parents feel supported and included |
| Provide information  in simple  language, symbols, requirement for 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  access by person  with visual  impairment.  Ensure Prospectus  is available via the  school website. | Ongoing review | Business Manager | All can access  information about  the school |

**Mike Mitchell (Headteacher)**

**Gill Butterworth (Deputy/SENDCo)**

**- September 2024**