

Accessibility Policy and Plan

Reviewed January 2020



The Stour Academy Trust

As the sponsor school of the Stour Academy Trust, we promote collaboration in order to continue the growth and development of God's children. We are driven by our commitment to the well-being and education of all, enabling us to flourish and become life-long learners.

Through the miracle of Jesus feeding the 5000, we trust that sharing all we have, will provide for all through the power of God's love.

This has been adapted to help the children understand our Christian vision;

We work together and share the best of ourselves to help everyone around us flourish in every way to become life-long learners. Through the miracle of Jesus feeding the 5000, we trust that sharing all we have will provide for all through the power of God's love.

This Accessibility Plan is compliant with current legislation and requirements as specified in The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010. Directors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It should be read in conjunction with the following policies, strategies and documents of the academy:

Teaching and Learning Policy

Complaints Policy

Equal Opportunities Policy

Charging and Remissions Policy

Health & Safety Policy

Homework Policy

School Behaviour and Anti-Bullying Policy

Well Being and Involvement Policy

SEND Policy

Premises Management: Security and Procedures

Sturry Primary Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.



This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (an in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Sturry C of E Primary School is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school does not have any pupils or staff requiring additional access. For those parents with disabilities and requiring additional access we have a support plan in place.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Continue to develop, in light of the changing pupil population intake, access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching, learning, and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks, and information about the school and school events; the information can be made available in various preferred formats upon request.



Improving the curriculum access



TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	Review January 2020
Training for teachers and support staff on Children with Special Needs (as detailed in SEND action plan)	Review the needs of children with specific issues, provide relevant training	All staff have a clear understanding of strategies to improve children's access to the curriculum	Ongoing involvement as appropriate	Increase in access to an appropriate curriculum though reduction in barriers to learning	TA training programme in place. SENCo reviews all provision maps & plans actions from them. 1:1 data meetings often highlight training needs – followed up. There has been training for midday supervisors to facilitate better play on the playground.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On going	Increase in access to all school activities for all pupils	There is a full range of activities available. We provide additional support to enable pupils to access out of hours provision. There is a chill out club available at lunchtime for pupils that find the playground difficult to access.
Classrooms are optimally organised to promote the participation and independence of all pupil	Review layout of furniture and equipment to support the learning process in individual classes. Promote use of visuals in individual classes	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing Visual timetables and good sitting/listening prompts already in use.	Increase in access to an appropriate curriculum	Blinds have been in place in the Y6 classroom to support a child that has a visual impairment. Optimised seating arrangements are implemented to support behaviour and physical impairments. iPads further support visual impairments.
Ensure all children on the SEN register have individual targets; either on the provision map or recorded in a Provision Plan	Provision maps for all children reviewed termly	Provision maps and targets are relevant, up to date and form a key part of the planning process for all pupils	Review termly	Provision maps, Provision Plans and targets in place to support the needs of individual children	Provision map and personalised plans monitored by SENCo termly.



Review TA deployment so that all pupils are appropriately supported	SLT to discuss termly at Strategy Meetings	Adult support is appropriately delegated according to the needs of individual classes/children	Review termly	Children have access to appropriate support	When needed, we will change TAs mid-year to match the needs of pupils. Generally this is done at the end of each academic year in readiness for the next academic year. HNF has been used to support access to school for pupils with a high level of SEMH needs.
Training for teachers to enable them to meet the Mainstream Core Standards for all learners	Undertake a MCS audit for all staff. Review SEN action plan to incorporate identified training needs (completed)	All class teachers are meeting the Mainstream Core Standards	Annual focus	Increase in access to an appropriate curriculum	On-going SENCo regularly attends LIFT to enlist support from specialist teachers. Regular programme of training for teachers and support staff.

Improving the physical access

		Review January 2020
Approach to entrance	The school can be entered without using the steps. The main doorway is wide enough to facilitate wheelchair access.	No actions identified presently.
Car Parking and Deliveries	There are currently no disabled parking bays. Action point- add two disabled parking bays. There is a pedestrian crossing.	Plans for 2 disabled parking bays 2019-20.
Internal mobility Year 1/FS area	Currently this area is inaccessible to wheelchair users due to the existence of stairs, narrow doorways and raised thresholds. Action point- lower thresh holds and widen the external doorways.	Target continues
Internal mobility lower KS2	This area of the school is relatively new and therefore is compliant with the DDA.	No actions needed at the moment.



	There is a disabled toilet/shower. Access to the building is via a slope. There are not any stairs. The width of the internal doors is accessible to wheelchair users.	
Internal mobility upper KS2	Currently this area is inaccessible to wheelchair users due to the existence of stairs, narrow doorways and raised thresholds. Action points- Lower thresholds and widen the external doorways. Convert one of the existing staff toilets to provide disabled facilities.	Target remains
Main Hall	This is currently accessible via the fire doors when a portable ramp is used.	It would be better to have internal access for wheelchair users.
Outside area access/playground	The external doorways (fire doors) in the lower and upper KS2 classrooms are wide enough for wheelchair access. The playground can be accessed using the main entrance and going through the car park. KS1 Action point – lower the threshold and widen the doorway into year one classes. FS Action point- widen the gateway into the outside area Widen the doorway into the classrooms and lower the thresholds.	Target remains Target remains Target remains
PE facilities	See above as PE takes part in the main hall or on the playground.	
Corridors	These are wide enough for wheelchair access and for two way traffic. Furniture is not placed in corridors. Action – provide tape to support visual impairments if needed – on the steps and walls/tables.	

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	Review January 2020
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Availability of written material in alternative formats.	Review all current school publications and promote the availability in different formats (on request)	The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is updated regularly.	Ongoing	Delivery of school information to parents and the local community involved	Parents have been informed that this service is available. Parents have access to WEDUC.
Availability of written material in different languages	The school will use translations approved by the LA for key information for EAL families	The school will be able to provide written information in alternative languages when required for individual purposes	ongoing	The delivery of information to parents of EAL pupils is improved	This is available upon request
Survey parents/carers on quality of communication.	Part of annual parents' questionnaire	School is more aware of the opinions of parents and acts on this.	Annually	Parental opinion is surveyed and action taken appropriately	Parents are able to respond using the questionnaires that are regularly available.

