

Accessibility Policy and Plan

Reviewed November 2021



The Stour Academy Trust

Sturry C of E Primary School Accessibility Policy and Plan

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, providing information electronically 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 October 2021
Ensure full access to home learning for all children unable to access school due to Covid 19	Provide differentiated learning to meet the needs of children that cannot access the whole class tasks	All children, regardless of ability, will have access to high quality & targeted learning tasks during periods of home learning.	With immediate effect.	End of year attainment will be not be impacted by periods of home learning.	TAs may provide identified children individual interventions online. School will provide home learning packs for pupils that struggle to access the online learning. Parents have regular access to school staff to discuss any difficulties with access to home learning. Feedback from parents as been very positive.
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 has been implemented. SENCo reviews all provision maps & plans actions from them. Regular drop-ins to assess pupil access to activities and learning. 1:1 data meetings often highlight training needs – followed up. Individual training is arranged when the need is identified. Robust induction programmes are implemented for new members of staff.
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	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.



		legislative requirements			Alternative arrangements are made for pupils that find the playground difficult to access at breaktimes eg lunchtime clubs, small group support with identified adults.
Classrooms are optimally organised to promote the participation and independence of all pupil	Continuous review of the newly introduced flexible seating arrangements.	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 and seating arrangements to support their learning.	Ongoing	Increase in access to an appropriate curriculum	Optimised seating arrangements are implemented to support behaviour and physical impairments. iPads further support visual impairments. A digital curriculum has been introduced which improves differentiation for all pupils. The flexible seating approach has been successfully implemented. We have acted on advice from the specialist visual team to support a pupil with poor vision. We are also currently liaising with the hearing impairment team to support pupils with these needs.
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, personalised plans and targets in place to support the needs of individual children	A new format for the whole class provision map has been implemented. This has a section for targets for pupils with SEN and specific Boxall strategies. Provision map and personalised plans



					monitored by SENCo termly. Personalised plans are also reviewed with parents.
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 additional needs. We currently have more HNF to support pupils in the school than has ever been the case before.
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. Staff request support from the SENCO when needed using a specific process.

Improving the physical access

		Review October 2021
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. There is a pedestrian crossing.	Currently we do not have any staff that require a disabled bay. If someone with this need joins this will be actioned.
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.	Currently we do not have any pupils or staff that require wheelchair access. If the need arises, this will be actioned.
Internal mobility lower KS2	This area of the school is relatively new and therefore is compliant with the DDA. 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.	No actions needed at the moment.
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 thresh holds and widen the external doorways. Convert one of the existing staff toilets to provide disabled facilities.	Currently we do not have any service users that require wheelchair access. If the need arises this will be actioned.
Main Hall	This is currently accessible via the fire doors when a portable ramp is used.	If the need arises internal access will be considered.
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 thresh hold 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.	This will be actioned if the need arises.
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.	Currently we do not have any pupils with visual impairments.



	Action – provide tape to support visual impairments if needed – on the steps and walls/tables.	
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IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT	Review October 2021
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	Parents with EAL are fully accessing all information.	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.	Minimum 2 x annually	Parental opinion is surveyed and action taken appropriately	Parents are able to respond using the questionnaires that are regularly available.

