

SHUSTOKE C.E. PRIMARY SCHOOL ~ACCESSIBILITY PLAN



Autumn 2023 ~ Autumn 2026

Introduction

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

This plan sets out the proposals of the Governing Body of Shustoke School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery of information to interested parties regarding accessibility

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It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary every three years.

What do we class as a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. This also includes specific learning difficulties, hearing or visual impairment.

Who is the plan for?

The plan is for the whole school community, not just specifically for those with disabilities, so that all are aware of correct and future provision.

Audit of correct provision:

- Wheelchair access to main entrance, all classrooms, playground, all communal areas and main hall
- Audible fire alarms for all internal areas
- All classrooms are carpeted to improve acoustics
- Resource areas are available for small group work
- Playing fields are adjacent to the main building and have easy access
- Grounds are all fenced with gates and bolts to increase security
- Provision of disabled toilet which is clearly signposted
- Communication Friendly Environment wherever practicable, use of visual timetables, pictures etc.

Curriculum:

- The enriched curriculum is differentiated by task and outcome and well planned to cater for individual needs
- Children work in ability groups for Literacy and Numeracy with TA support directed at the lower achievers
- Individual Learning Pathways are in place and reviewed on a regular basis, involvement from children and support services is actively encouraged
- Specialist services and resources are accessed when necessary

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- Communication between all staff (teaching and non-teaching) is actively encouraged
- A range of IT software is available to enhance opportunities for learning
- One to One support for pupils with ASC
- Special arrangements made for SATS when applicable
- Special resources available to support specific needs such as sissel cushions, shaped handwriting pens etc.
- Special provision for children on trips such as extra adult support staff

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act					
Target	Tasks	Timescale	Resources/Responsibility	Impact Evaluation	Monitoring
All updates/amendments clearly understood and policies amended to reflect any changes.	<ul style="list-style-type: none"> • Review updates when published • Involve the Governing Body • Ensure that all staff are aware of any changes/amendments 	As required Ongoing	SLT Governing Body SEND Governor	Needs for all are met and compliant with statutory requirements	Leadership Team SENDCo Inclusion Coordinator Governing Body

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Access to the Curriculum					
Target	Tasks	Timescale	Resources/Responsibility	Impact Evaluation	Monitoring
Ensure ICT appropriate for pupils with disabilities.	<ul style="list-style-type: none"> Review accessibility of ICT Involve pupils in review of hard & software. Prioritise new software to purchase. Train TAs and admin staff on use of new programmes and technology 	On going	Subject Leader time Individual class teachers Staff training in planned meeting	Needs for all are met by next review	Leadership Team SENDCo. Inclusion Coordinator
Create effective learning environments for all utilising feedback from pupil groups.	<ul style="list-style-type: none"> Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement. Circulate "Reasonable Adjustments" Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need. Complete Sensory audits where applicable 	Ongoing	SENDCo. All Staff	Creative, inclusive learning environment for all member of the school community	SENDCo through lesson observations and sampling lesson planning Leadership Team and Governors

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	<ul style="list-style-type: none"> Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. SENDCo to attend regular network meetings 				
Setting suitable Learning Challenges	<ul style="list-style-type: none"> Small group work/individual activities with TA support to address individual needs and target identified areas for development 	On going	TA timetable Support timetable All staff	The needs of all children are met and progression in attainment is shown	SLT Assessment Coordinator SENDCo. Inclusion Coordinator Class Teacher
Access to wider curriculum Increase participation in school activities.	<ul style="list-style-type: none"> Audit participation in extra-curricular activities and identify any barriers. Ensure school activities are accessible to all students. Seek advice from IDS re alternative accessible venues for residential trips. 	On going	Costing for transportation 1:1 support from TA or appropriate adult Completion of Evolve (online) prior to any trips or extra-curricular activities PE Subject Leader	All who wish to attend the trip will be able to	SENDCo. Inclusion Coordinator SEND Governor EVC

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Access to the Physical Environment					
Target	Tasks	Timescale	Resources/Responsibility	Impact Evaluation	Monitoring
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	<ul style="list-style-type: none"> Review personal evacuation plans if in place Identify accessible play equipment (School Council involved) Provision of designated quiet areas 	On going Ongoing On going	Site Manager School Council WES Safety & Premises Person with responsibilities for H&S All Staff	Clear signs throughout school	SLT Governors SENDCo. Inclusion Coordinato

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Ensuring inclusion in the school community					
Target	Tasks	Timescale	Resources/Responsibility	Impact Evaluation	Monitoring
To promote positive attitudes to disability	<ul style="list-style-type: none"> Review PSHE Curriculum and policy - SCARF Review Assembly Programme: widen focus of Different/Same theme Involve local disability groups in assemblies and visits to school Regular items for termly newsletter highlighting achievements of pupils with disabilities Pastoral support or 'Buddy' system scheme 	On going	Subject Leader Subject Leader STS SENDCo. Inclusion Coordinator	Systems in place are of benefit to the targeted child	Leadership Team and Governors
Ensure all policies consider the implications of Disability Access.	<ul style="list-style-type: none"> Analyse impact of Behaviour Policy, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. 	Policies reviewed 2024 SEND Policy reviewed Sep 2023	Leadership Team and SENDCo time to review policies. Continue to budget for support from EP Service, STS (as required)	Policies reflect accessibility and inclusion Needs of all pupils are met and progress is made	Governors SENDCo. Inclusion Coordinator

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	<p>Involve School Council in all reviews.</p> <ul style="list-style-type: none"> • Consult pupils and staff on any proposed changes. • Introduce new policies • Support behaviour and learning needs 				
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Access to information advice and guidance					
Target	Tasks	Timescale	Resources/Responsibility	Impact Evaluation	Monitoring
<p>Newsletters and Information</p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> • Large print and audio formats etc as required. • Monitor uptake of documents in alternative formats • Review accessibility of newsletter and letters for parents. • Homework information available as information sheets in alternative formats as appropriate. • Use of Communicate in Print software. • Information on school website is monitored and updated 	<p>As required</p> <p>On going</p>	<p>Office Manager SENDCo. Inclusion Coordinator</p> <p>Use of coloured paper as required</p>	<p>All members of the school community will be able to access newsletters and information</p>	<p>Leadership Team and Governors</p> <p>SENDCo</p>

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Handling training for H&S Needs	<ul style="list-style-type: none"> • Organisation of relevant courses to facilitate training for all staff if need arises • Use of epi-pen – refresher training for all staff (If required) • ASC awareness for all staff • Year 6 Health Needs Assessment • Lunchtime Behaviour Course • Safer Handling training • Safeguarding inset for all staff 	As required	Cost of course and supply cover School Health Team	Appropriate staff attend and feel better equipped	SENDCo. Inclusion Coordinator Class Teacher
		Oct 23			
		Jan 2022 Sept 2023			

Additional Information:

- This plan should become less of an independent strategy and more of a thread running through the school
- The plan should also be viewed in conjunction with the Health & Safety and Special needs Policies
- Governors will be kept informed of progress and issues with the plan via the Head Teacher's Report
- The plan will be updated regularly to address future needs