



Staplegrove Church School

Accessibility Plan

'That they may have life, life in all its fullness' John 10:10

Written by	Paul Armstrong
Ratified by	Local Governing Committee
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Signed – Chair of Governors	<i>Rob Crocker</i>
Signed – Headteacher	



Accessibility Plan 2023 - 2026

The Governors and staff at Staplegrave Church School want all children to enjoy school, to be challenged to achieve their very best, and to ensure each and every child exceeds their own expectations of themselves. 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 wellbeing of all our children matter.

Introduction

Schools and LA's need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Purpose of this Plan

This plan shows how Staplegrave Church 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 effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- 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.

Increasing access for disabled pupils to the school curriculum (C)

Improving teaching and learning lies at the heart of the school's work. 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. It is a core value of the school that all children are enabled to participate fully in the broader life of the school including residential stays and excursions; extra-curricular activities; intra and inter competitions.

Objective		Actions	Timescale	By whom	Success Criteria
Increase confidence of all staff in differentiating the curriculum ensuring all children are included in all aspects of school	C WI	Audit staff training needs on curriculum access, tailor ongoing CPD accordingly Assign CPD and monitoring for precise assessment, differentiation and recording	Annually Ongoing As required	SENDCo SLT SENDCo	Staff confidence around knowledge and strategies for differentiation raised Increased pupil participation in all aspects of school life School community questionnaires identify areas of strength and further areas for development
Ensure classroom support staff/ teachers have specific training on disability/inclusion issues	C E WI	In line with audit, provide CPD from Ed Psych and Speech Therapist, OT, Epilepsy & Diabetes Nurses, Autism and Communication Team	Annually As required	SENDCo	Children able to access the curriculum with more independence and confidence

					All staff confident feel equipped and confident with best strategies to support maximum participation
Ensure all staff are aware of disabled children's curriculum access	C E WI	Create and maintain individual Healthcare Plans and Pupil Reviews when required Information sharing with all staff and agencies involved with individual	Updated termly As new children enter school and additional needs become apparent	SENDCo	All staff aware of individual children's needs
Improve the quality of provision for children with specific need	E	Continue to develop provision within a calm, sensory equipped space for where all children, including those who suffer from over stimulation, can receive supervision appropriate to their needs.	Ongoing	SENDCo	Provision enhanced for children with specific need
Ensure all community can communicate effectively	WI C E	Use Widget programme for creating visual aids and picture prompts, both within curriculum and for key signage.	Ongoing	SENDCo	All community supported by visual clues and can communicate their needs effectively
Improve the attainment and participation of pupils with social, emotional and mental health difficulties	C E	Signpost parents to support – using relationship with MHST – e.g. Tuning into kids programme Provide opportunities for 'stay and play' settling in for EYFS children Train in-house ELSA, develop and deliver personalised provision for children with SEMH Annual transition days for within-school transition. Enhanced transition for key children where appropriate. Children to visit school on INSET day in September to support transition. Enhanced transition to secondary school arranged as appropriate for key children.	From September 2023 July 2023 and annually April 2023 July 2023	SENDCo SLT/EYFS team SENDCo SLT SLT SENDCo	Parents/carers and children are supported through self-help strategies and structured provision

Improving access to the physical environment of the school (E)

Staplegrave Church School is situated on a large, predominantly flat site with a small car park at the front. To ensure access to pupils, or their parents, with disabilities; the school has one disabled parking bay. The entrance to the main office and the main school building is via double doors which lead, with easy access for all, to the ground floor environment. Five of our seven classrooms are accessed from the playground by gentle ramps with handrails. There is a disabled toilet close to the reception which is accessible to all. We have a wide range of equipment and resources available for day to day use, including a motorised ceiling hoist. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis. Further provision, will be negotiated when a pupil's specific needs are known.

Objective	Accessibility Planning Code C, E, WI	Actions	Timescale	By whom	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	C WI E	Update/complete healthcare plans for individual disabled pupils or those with other medical conditions when required Annual audit of staff, governors and parents access needs and meet as appropriate	Termly As new children enter school and additional needs become apparent Annually As required	SENDCo SLT SENDCo	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

		Consider access needs during recruitment process in order to plan ahead			
Maintain signage and external access for visually impaired people/those with communication needs	E	Ensure yellow markings are maintained and re-painted as necessary Maintain external lighting Ensure walkways are free from litter and hazards Visually inspect and maintain signage in terms of damage and cleanliness	As required Daily Daily Daily	Caretaker/Head Caretaker Caretaker Caretaker	Member of our community who are visually impaired feel safe in school grounds and can navigate site confidently
Ensure all disabled pupils can be safely evacuated	E	Review and update Personal Emergency Evacuation Plan (PEEP) for all pupils needed in line with advice from professionals. Review system to ensure all staff are aware of their responsibilities	Completed on a 'needs basis' in response to personal need Annually	SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire or emergency
Ensure fire exits are accessible for all	E WI	Regular visual checks Termly fire drills	Weekly Termly	Caretaker/head	All community can evacuate site safely

Improving the delivery of written information to disabled pupils (WI)

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.

Objective	Accessibility Planning Code C, E, WI	Actions	Timescale	By whom	Success Criteria
Review format of information shared with community, including parents and carers	WI E	Provide information and letters in clear print in "clear" English Translated communication into different languages where appropriate/requested. School office will support and help parents to access information and complete school forms.	Ongoing	Office SENDCo	All community (parents/carers) receive information in a form that they can access All community (parents /carers) understand what are the headlines of the school information
Ensure all staff are aware of guidance on accessible formats	WI	Guidance to staff on dyslexia and adjustments to make information accessible Dyslexia Friendly paper in use for photocopying	Review annually or during new staff induction	SENDCo SLT	Staff produce their own resources to support children
Languages other than English to be visible in school	E WI	Some signs to be multi-lingual both in the classroom and in the wider school site.	As required	SENDCo Site Manager	Increased confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	E WI	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCo	Pupils and/or parents feel supported and included

Management, coordination and implementation

The SENCo and governing body of Staplegrave Church School are responsible for this plan and will report on it annually.

Availability of the school's plan

This plan is available to view/download from the school's website, or can be obtained as a paper version from the school's office.

