



Stalbridge Primary School

Accessibility Plan

2023 to 2026

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Approved by: S and C Group of Governing Body

1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

2. School context

Stalbridge Primary School currently has 192 children on roll with a PAN of 210. The village is expanding with many houses being built and this is increasing our numbers year on year.

The school is built on a slope making natural access problematic and the buildings have been added to over the years since the original school was built in the 1880s.

Electricity supply and sewerage are also historic problems for the school with the current infrastructure only just coping with the demand at present.

3. Vision and aims

Our aim is for everyone at Stalbridge Primary School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At Stalbridge Primary School all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 2023/2024 academic year, 2.09% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Communication and Interaction and Physical/medical needs.

One child has a diagnosis of Osteogenesis Imperfecta (OI Brittle Bones

One child has a diagnosis of Noonan's Syndrome, Moderate valvar and supravalvar pulmonary stenosis and Secundum atrial septal defect

One child has communication and interaction needs and has recently had a stroke with a blood clot on the brain, currently assessing mobility, speech and brain function whilst in recovery, return to school in future will require a plan in place

One child has communication and interaction needs which requires adult 1:1

2 children above have an EHCP, 1 is being applied for now ECHNA.

We have been consulted on 1 child, with an EHCP which states specialist provision, who has medical/physical needs as well as communication and

interaction needs which require 1:1 support for transition around the school- we are being asked to take the child until a specialist place becomes available- this child is not currently on role.

If this child joins our school data would be 2.62%

All our children have access to every aspect of school life, clubs and school trips and activities. Adaptations are made to classroom environments and learning, all children have a detailed behaviour, SALT or healthcare plan in place which has been completed with parents with medical advice.

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Stalbridge Primary School. This told us that:

All classes have stepped access or steps to other areas of the building but at present no class access is stopping any child accessing their classrooms or other areas of the school.

Further specific areas for the development are written into our action plan below including the removal of clutter from the hall by building a store for PE equipment and the development of the EYFS outdoor area.

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- the Diocese
- relevant specialist services.

These consultations told us that:

- the reception class outdoor area needed to be looked at as the slope was very difficult for many children to play on
- the amount of equipment in the hall poses hazards

9. Current good practice

Access to the curriculum

At Stalbridge Primary School we have improved access to the curriculum for pupils with a disability through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- using Quality First Teaching, adapting the delivery according to need and where necessary with specialist input, for those pupils that require this;
- organising classrooms so that they promote the participation and independence of all pupils;
- modifying curriculum content into large font for pupils with a visual impairment (VI).

The physical environment

At Stalbridge Primary School, we have improved the physical environment of the school to increase access for pupils with a disability by:

- providing flat or ramped access to the main entrance, Year R and 1;
- installing a wheelchair accessible lift to the hall from reception and year 1;
- dedicating a parking bay outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with changing facilities;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of blinds in the classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- False ceilings installed to improve sound quality for pupils with a hearing impairment, sound baffles installed in reception;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.
- New double glazed windows have now been installed into year 5 and 6 to cut down outside noise and provide better natural light.
- New gates built between car park and playground to allow easier access for all (including emergency service vehicles).

Access to information

At Stalbridge Primary School, we make written information more accessible to pupils with a disability by:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy. Additionally, we have looked closely at the Equality Act 2010 for guidance on which children we should specifically look at.

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Stalbridge Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored by the Governing Body and on a day to day basis by the Senior leadership team.

The Stalbridge Primary School complaints procedure covers the Accessibility Plan.

STALBRIDGE PRIMARY SCHOOL ACCESSIBILITY PLAN - May 2023 to May 2026 :

Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	<ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements. 4. Ensure any staff joining the school to support a child with a SEND need have contractual hours to facilitate clubs. 	<p>Headteacher and S and C Governor Committee</p> <p>Senior Leadership Team</p> <p>Individual class teachers and SENCO</p>	<p>By December 2023</p> <p>By Dec 2023</p>	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
		SBM	Delayed as without a SENCO until April 23	
<p>Increase the amount of mobile technology available to pupils so that children can use as an alternative to writing whilst in the classroom (not having to go to the computer room).</p> <p>Increase use of technology available to teachers to enable better communication and safety</p>	<ol style="list-style-type: none"> 1. Purchase ipads and site in two locations to allow for y3/4 as well as the main building classes to have access to technology. 2. Change the projectors for led touch sensitive screens to give more adaptable delivery to all. <p>Walkie talkies upgraded and increased in number to facilitate better communication when outside of the classroom.</p>	<p>Headteacher</p> <p>Headteacher</p> <p>SBM</p>	<p>By 2023</p> <p>Autumn 2023</p>	<ul style="list-style-type: none"> • Mixed media in use in the classrooms for delivery of lessons. • Mixed media in use in classrooms by children • Increased level of communication clear to the office staff.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?

STALBRIDGE PRIMARY SCHOOL ACCESSIBILITY PLAN - May 2023 to May 2026

Improving the physical environment

This plan is structured in conjunction with the school’s Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
<p>The outside areas of the school require improvement; specifically the areas of:</p> <ul style="list-style-type: none"> • Early Years outdoor area • car parking; 	<ol style="list-style-type: none"> 1.Flatten the area outside of the reception classroom. 2.Fence and gate the new area 3.Install padded floor to allow safe play. 4.Move the accessible parking bay in accordance with Part M standards; 	<p>Headteacher, SBM & Site Manager</p>	<p>By Jan 2024</p> <p>By Jan 24</p>	<p>£10,000</p> <p>Premises time, paint bought,</p>	<ul style="list-style-type: none"> • The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; • Pupils with disabilities and their families are easily and quickly able to access the school building.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
				looking at signage	
Removing and fixing of potential trip hazards and keeping all floor spaces uncluttered	Monitoring by class teachers	all	On going		corridors uncluttered and children Taking responsibility for their bags and coats.

STALBRIDGE PRIMARY SCHOOL ACCESSIBILITY PLAN - May 2021 to May 2024

Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p>	<p>1. The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.</p>	<p>Senior Leadership Team, SENCO, parents, pupils and other staff where appropriate</p>	<p>ongoing</p>	<ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled pupils in mind; • Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.
<p>SLT learning walks need to identify where coloured backgrounds are needed to support learning.</p> <p>Display screens and overlays for books and coloured exercise books in use where needed</p>	<p>2. Lead from SENDCo identifies need and SLT monitor</p>	<p>all</p>	<p>Spring 2024</p>	<ul style="list-style-type: none"> • Working closely with SENDCo • Learning walks identify use

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