STOURFIELD INFANT AND JUNIOR SCHOOLS

Accessibility Plan

Status	Current	**Approval**	LAB
Maintenance	LAB	**Role(s) responsible**	LAB
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1. Introduction and Legal Framework

This plan outlines how Stourfield Infant and Junior Schools aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Local Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- The headteacher and other relevant members of staff.
- Local Governing Body
- External partners.

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This is the Accessibility Plan for Stourfield Infant and Junior Schools.

2. Other Policies

Our Accessibility Plan complements and supports our:

- Safeguarding and Child Protection Policy
- Equality Information and Equality Objectives.
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy and Equality Objectives
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy including the Administration of Medicines
- Health and Safety Policy
- Data Protection Policy
- Fairness and Dignity at Work Policy
- Visits and Offsite Policy
- Whistleblowing Policy
- Complaints Policy and Procedure
- Early Years Policy

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Statement of Intent
- School Excellence Plan
- Fire Evacuation Procedures and PEEPs

3. Roles and responsibilities

The Local Governing Body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Local Governing Body, Local Authorities and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and Local Governing Body to ensure that pupils with SEND are appropriately supported.

- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting pupils with disabilities to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

4. The Accessibility Audit

The Local Governing Body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Local Governing Body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Local Governing Body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Local Governing Body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Local Governing Body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Neurodiversity** - this includes Autism, ADHD, ADD, Dyslexia, Dyscalculia, Developmental Control Disorder

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

5. Our Aims and Visions

Stourfield Infant and Junior Schools wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

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.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and Local Governing Body will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

6. Current Good Practice

Identification

Stourfield Infant and Junior Schools ask for information on any disabilities or health conditions in early communications with new parents and carers. Parents will be required to complete the schools admissions form to include all of the necessary information. As a school, we also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary within parent teacher meetings. For children with SEND, please refer to our SEND Policy. Accessible versions of documents will be available.

Curriculum

Stourfield Infant and Junior Schools have improved access to the curriculum for pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and laptops) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed 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;
- staff INSET training focussing on specific needs and supporting these
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).
- one classroom per year group is adapted for children with hearing impairments
- access to specialist teachers/TA to support pupils alongside specialists from outside: e.g. hearing and vision support as required
- ensuring that any accessibility is catered for on any school trips

Physical Environment

Stourfield Infant and Junior Schools have already improved the physical environment of the school to increase access for pupils as required by:

- providing flat or ramped access to all school entrances;

- dedicating one parking bay outside the main entrance of the Junior School and three to the rear entrance in the shared car park, for pupils and families, and visitors with a disability;
- providing accessible toilets
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hall and window film in the classrooms;
- ensuring that there is good audio sound quality in the school hall (and hearing loop availability) for assemblies and parental meetings;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds/curtains in the hall and carpets throughout where possible to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.
- Providing areas for neurodivergent pupils to use such as sensory rooms, active areas and quiet areas.
- Being mindful of the needs of neurodivergent pupils and colleagues when creating our learning environment e.g. reduction in visual stimulation

Information

Stourfield Infant and Junior Schools already make written information more accessible to pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment if requested
- 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;
- naming a point of contact on our website for anyone who wishes to have a policy explained to them;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.
- using visuals as part of regular classroom practice
- EAL support and resources
- Use of communication boards and communication aids as required.

7. Implementation

Our Accessibility Plan shows how access to Stourfield Infant and Junior Schools will be improved for pupils with a disability (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure pupils with a disability are as prepared for life;

- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment if possible and as required;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Stourfield Infant and Junior Schools will work in partnership with Twynham Learning Strategy for Accessibility.

Environmental or physical works undertaken in the schools to improve access will follow and be guided by the relevant building regulations as advised by the Twynham Learning Strategy for Accessibility.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Stourfield Infant and Junior Schools' Accessibility Plan will be implemented by the Head Teacher. Sufficient resources will be allocated by the School to implement this Accessibility Plan.

8. Monitoring

The Stourfield Infant and Junior Schools Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Local Governing Board.

The Local Governing Board will monitor Stourfield Infant and Junior Schools' activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Stourfield Infant and Junior School's Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

Stourfield Infant and Junior School Accessibility Plan 2023- 2026

Improving the Physical Access to our School

What needs to be done?	How will this be done?	Who is responsible?	Timeframe	How can we tell if this is successful?
Proactive response to any complaints about access issues.	Implement necessary building alterations effectively, once they have been agreed following complaints received by the public or a service user.	Site Manager SBM Headteacher	Urgent as identified	No accidents reported
Organise access audit and subsequent reviews	Annual Review of Access Audit to review recommendations and actions	Local Governing Board	October yearly	Audit will be completed and actions will be reflected in the Accessibility Plan
Ensure environment is adapted to the needs of pupils and visitors as required	Installation of ramps, disabled toilets and parking bays	Headteacher LGB	Ongoing as required	
Ensure Personal emergency evacuation plan (PEEPs) is up to date, including for neurodivergent pupils	Regular reviews and area inspections	Headteacher Class Teacher Fire Marshall	Ongoing as required	Areas are regularly inspected and seen to be clear and fit for purpose
Lighting external and internal	Replace internal lighting with LEDs Review lighting as required	Site Manager SBM Headteacher	Ongoing as required	Improved vision and safety
Levelling of playgrounds	Re tarmac all playgrounds	Site manager TL Facilities Manager	Urgent – TL to address and consider	No accidents reported
Regular site tours / learning walks to ensure clear stair cases and walkways	Regular adhoc inspections TL Health and Safety Workplace inspections termly	Site manager TL Facilities Manager	Termly – inspections Daily – Site Manager checks	No accidents reported

Regular maintenance to yellow edging on entry/exit steps to ensure visibility	Regular Reviews and area inspections	Site Manager	Ongoing as required	No accidents reported – improved awareness of hazard

Stourfield Junior **School Accessibility Plan 2023-2026**

Improving the Curriculum Access at our School

What needs to be done?	How will this be done?	Who is responsible?	Timeframe	How can we tell if this is successful?
Transition work between partner schools to provide a tailored transition project to support any children who might be vulnerable at point of transfer into the school.	Transition projects for children Meetings with parents as required. Meetings with partner schools/nurseries as required. Home visits for EYFS and as necessary	SENCO Teachers Pupil Welfare Manager	Annually at transition times Ongoing for in year admissions and leavers	Children make a smooth transition in and out of school and their needs are met effectively.
Raise levels of engagement and confidence in some of our more vulnerable families.	Signpost and explore funding for parenting courses run by outside agencies. Advertise parent workshops (eg anxiety and well-being)	Headteacher Pupil Welfare Manager	Ongoing	Improved engagement and attendance in targeted families. Evaluation sheets for each workshop or course; other parental feedback.
Ongoing for CPD for teachers and TAs on differentiating the curriculum and providing targeted support according to needs and staff audits	Identify staff training needs through performance reviews and needs-led within school. Identify best providers for training (eg Speech & Lang therapist, Ed Psych, SENDCo; SENSS team).	Head Teacher SENCO CPD Leader	Ongoing	All teachers are able to more fully meet the requirements of children with Special Needs and disabilities with regards to accessing the curriculum Increase in access to the National Curriculum
All out-of-school activities (eg educational visits and extra curricular clubs) are planned to ensure the participation of the whole range of pupils	Deployment of 1 to 1 TA support for pupils with additional needs or disabilities. (eg adults who are Epipen trained; social stories for ASD children; parental support)	Head Teacher Class teacher SENCo External Provider	Ongoing	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for pupils with additional needs or disabilities.

Care plans in place for any children with medical conditions. Training provided for staff for specific medical requirements	Admin Assistant to liaise with professionals and to organise training	Headteacher Admin Assistant	Ongoing	Children with medical needs are confident in school and are supported to manage their needs Required staff have appropriate

(E.g. Diabetes, significant allergies, heart conditions, epilepsy)				training for supporting medical conditions
Resources and reasonable adjustments to be provided to support children to access learning effectively (E.g. dyslexia friendly classrooms, ASD strategies, visual and hearing impairments)	SENDCo to work alongside class teachers to ensure appropriate resources are in place and adjustments made.	SENCO	Ongoing	All staff to have an awareness of differing needs and how these can be supported within the classroom. Children are supported in a way that enables them to access the curriculum.
Classrooms are optimally organised to promote the participation and independence of children if required	Review and implement a preferred layout of furniture and equipment to support the learning in individual classes within the confines of the building	Headteacher Class Teacher SENDCo	Ongoing as required	Increased access to the curriculum
Have full awareness of individual children's requirements	Read information provided about children on internal systems such as Provision Map	All staff	Ongoing	Increased access to the curriculum and individual needs met
Deploy Teaching Assistants effectively to support children's needs	Review needs of children in each class and ensure that staff skills are matched to need	Headteacher SENCo	Ongoing	Increased access to the curriculum and individual needs met.
Access to IT and Assistive Technology	Provide technology for children to use which supports reading and writing	Headteacher SENCo TL IT Services	Immediate and ongoing	Increased access to the curriculum and individual needs met. Increased self esteem and confidence in children.

Pastoral Support for children with SEMH needs Sensory/calm space	Provide a programme of interventions which supports children with social, emotional and mental health needs. Provide a space in school where children can regulate their emotions	Headteacher SENCo Pastoral TAs All staff	Ongoing	Increased access to the curriculum and individual needs met. Increased self-esteem and confidence in children.
Speech and Language Intervention	Provide a programme of interventions which supports children with speech, language and communication needs	Headteacher SENCo Speech and Language TAs All staff	Ongoing	Increased access to the curriculum and individual needs met. Increased self-esteem and confidence in children.
Provision for children with English as an Additional Language	Adapt curriculum and learning in the classroom to meet the needs of these children. Staff to be skilled in understanding what good practice in supporting EAL children is.	Person responsible for EAL Headteacher	Ongoing as required	Increased access to the curriculum for children with EAL

Stourfield Infant School Accessibility Plan 2023- 2026

Improving the Delivery of Written Information

What needs to be done?	How will this be done?	Who is responsible?	Timeframe	How can we tell if this is successful?
Availability of written material in different formats and languages	School will investigate alternatives as required	Admin Team	Ongoing	Improved delivery of information and easier access for the whole school community.
Provide information electronically	Using email and website distributions	Admin Team	Ongoing	Improved delivery of information and easier access for the whole school community.

Provide additional copies of written information for families as required	School will be aware of family circumstances and provide additional copies of written information and logins as required	Admin Team	Ongoing	Improved delivery of information and easier access for the whole school community.