



Stanhope Barrington C of E Primary School Accessibility Plan 2024 - 2027

Our School Vision:

A place where our children, adults and community can grow and thrive rooted in Kindness, Fellowship and Confidence.

This Accessibility Plan has been drawn up in consultation with the Local Authority, children, parents, regular visitors, staff and Academy Council of the school.

We are committed to providing a fully accessible environment, which values and includes all children, 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.

Stanhope Barrington CofE Primary School plans, over time, to increase the accessibility of provision for all children, staff and visitors to the school. The Accessibility Plan will contain action 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.
- Increase access to the **curriculum** for children/students with a disability, expanding the curriculum as necessary to ensure that children/students with a disability are as, equally, prepared for life as are the able-bodied children/students. This covers teaching and 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 children/students in accessing the curriculum.
- Improve the delivery of **written information** to children/students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans relating to these key aspects of accessibility. These Action Plans will be reviewed and adjusted on an annual basis or when deemed necessary. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and Academy Councillors in the matter of disability discrimination and the need to inform attitudes on this matter.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with parents and other providers to review potential new intake and admission of young children.	To identify pupils who may need additional to or different from provision for Sept	Annual in Summer term	HT EYFS Lead All teachers	Procedures/equipment / ideas set in place by Sept.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To keep up to date with all safeguarding training	Induction of new staff includes safeguarding training.	Ongoing	HT / Office staff SENCO	Pupils safe at all times / staff aware of reporting protocol
To establish close liaison with outside agencies for pupils with on-going health needs e.g. children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	SLT TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children.	Outside Play visits; Employment of specialist advisory teachers; CPD for staff and:	Ongoing	Teachers SENCO Ed Psych	Advice taken and strategies evident in classroom practice.

	<p>A differentiated curriculum with alternatives offered.</p> <p>The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</p> <p>A range of support staff including trained teaching assistants</p> <p>Multimedia activities to support most curriculum areas</p> <p>Use of interactive ICT equipment</p> <p>Specific equipment sourced from occupational therapy</p>			
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Medium Term

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings / Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards SSP targets Provision mapping shows clear steps and progress made
To monitor attainment of Able, G & T pupils	Policy and Able G&T list to be updated Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	Class teachers	Able G&T children making proportionate progress. Achieving above average results
To promote the involvement of students with additional needs in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) Wheelchair access	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and

<p>To take account of variety of learning styles when teaching</p>	<p>Screen magnifier software for the visually impaired Features such as sticky keys and filter keys to aid disabled users in using a keyboard Use of technology such as Nessy, Clicker etc Giving alternatives to enable disabled pupils to participate successfully in lessons Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. To ensure people with disabilities are reflected in our EDIJ planning</p>			<p>in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
<p>To ensure the additional needs of any staff members are met with reasonable adjustments made when applicable.</p>	<p>To support EDIJ principles for staff including: Flexible working discussions Additional physical support such as moveable desks & chairs Use of coloured paper/overlays where appropriate Provision of additional time for completion of tasks by giving sufficient notice of deadlines Support for attendance at appointments. Review of workload and commitments when necessary</p>	<p>Ongoing as and when needs are identified</p>	<p>SLT Class Teachers All staff</p>	<p>Staff with additional needs feel supported in the workplace.</p>

Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core Subject Leads, Academy Counsellors	All children making good progress.
To deliver findings to the Academy Counsellors & Trust	AC meetings	Termly AC/SENCO meetings	SENCO SLT/AC	AC fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Short Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
To ensure a visually appropriate environment for all	To remove use of stark primary colours as backgrounds for displays and use neutral hessian backing instead to create a more calm effect.	Ongoing	All Staff	Calm and purposeful displays around school
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher	To ensure that the medical needs of all pupils are met fully within the capability of the school and that

				staff feel supported and informed in dealing with medical situations.
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved

Medium Term

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve community links	School to continue to have strong links with schools in the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community and the world and their needs Improved community cohesion

Long Term

Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/newsletter/website/Facebook page etc Caretaker to carry out daily H&S checks	Ongoing	SLT Caretaker	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

Short Term

To ensure Parents with hearing impairments are fully included	Regular written communication Interpreter provided if necessary Use of website and facebook	Ongoing	All staff to be aware	Parents with hearing impairments can access school information.
To ensure that all children who are either Neurotypical or Neurodiverse can access information	Regular Parent communication. Regular SEND Support review meetings with parents Individualised multi-sensory approach to teaching children with ASC Provision of extensive sensory activities and diets as needed	Ongoing	All staff	Children with ASC supported to access teaching and learning.
To ensure that children and adults with Dyslexia can access information	Investigate symbol use Review use of font, page layout, coloured overlays etc Audit school library to ensure fully inclusive Invest in Dyslexia friendly books to enhance library provision Provision of coloured paper and exercise books for those with Dyslexia	Ongoing	All staff	Children & Staff with Dyslexia can access information in an appropriate format

Medium Term

<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information collected about new children.</p> <p>Records passed up to each class teacher.</p> <p>End of year class teacher meetings</p> <p>Annual reviews</p> <p>SSP meetings</p> <p>Medical forms updated annually for all children</p> <p>Individual Health Care Plans</p> <p>Intimate Care Plans</p> <p>Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom</p>	<p>Annually</p>	<p>Class teachers</p> <p>Outside agencies</p> <p>SLT</p> <p>Office staff</p>	<p>Each teacher/staff member aware of disabilities of children in their classes</p>
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<p>To ensure children who are non-verbal have appropriate communication systems in place</p>	<p>Use of pictures and symbols Explore Makaton training for all staff Ensure all staff not just the Learning Zone staff can communicate using appropriate system as recommended by SALT</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Staff feel able to communicate with non-verbal children. Non-verbal children and their parents feel included.</p>
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Long Term

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>In school record system to be reviewed and improved where necessary.</p>	<p>Record keeping system to be reviewed.</p>	<p>Continual review and improvement</p>	<p>SLT Office staff</p>	<p>Effective communication of information about disabilities throughout school.</p>