

# **STEPHEN FREEMAN PRIMARY SCHOOL**



**“Everybody; every moment; every idea counts.”**

**At Stephen Freeman School, we nurture and empower everyone to aspire beyond their expectations by cultivating curiosity, celebrating individuality and creating life-long learners who contribute positively to the wider community.**

<b><u>Accessibility Plan</u></b>	
<b>Date agreed</b>	<b>July 2023</b>
<b>Next Review</b>	<b>July 2026</b>
<b>Committee</b>	<b>Teaching and Learning</b>

# Accessibility Plan

## **1 .Purpose of the Accessibility Plan**

As a school, we acknowledge and welcome our duties under the Equality Act 2010. These general duties are to:

- Eliminate discrimination
- Advance equality of opportunities
- Foster good relations between all groups of pupils and parents within the school, and between the school and the wider community.

We understand the principles of the act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality or opportunity.

This plan, which should be read in conjunction with the school's Equality Policy, sets out the proposals of the Governing Body of the school to address the second of these duties, ensuring equality of opportunities for pupils with disabilities. It does so by outlining how we go about:

- Maximising the extent to which pupils with disabilities can participate in the school curriculum;
- Improving the environment of the school to ensure pupils with disabilities can take full advantage of education and associated services.
- Ensuring that pupils, parents and other stakeholders with disabilities have access to information in alternative forms which is usually provided in writing.

The Accessibility Plan will be resourced, implemented, reviewed and revised as necessary. Progress against actions within the plan should be reviewed by the Governing Body annually.

## **2. Our vision and aims**

At Stephen Freeman School, we nurture and empower everyone to aspire beyond their expectations, by cultivating curiosity, celebrating individuality and creating life-long learners to contribute positively to the wider community.

We aim to do this through children, families and staff working together as part of a committed partnership.

We believe that children will achieve their best when they feel safe and well cared for. We acknowledge that, at times, some pupils will require more support than others if they are to achieve excellence, and we strive to meet the needs of all children. A significant number of pupils will have some form of special

educational need at some point during their time in school; at Stephen Freeman, we aim to implement effective strategies to meet these needs in a supportive environment, to minimise barriers to learning and promote full and meaningful access to the National Curriculum

### **3. Our School**

Stephen Freeman Primary School currently has 426 children on roll. Currently, 20% of our pupils have some form of Special Educational Need (SEN) and 25 % of our pupils come from ethnic groups other than White British, 12 % with English as an additional language. 23% of pupils are eligible for Free School meals which is higher than the national figure. The school deprivation indicator is in line with the national average. Exclusions are historically very low, representing the emphasis placed on promoting good behaviour and the building of positive relationships between adults and children.

### **4. Current good practice**

As outlined in section 1, the aims of this plan fall into 3 categories:

- Maximising the extent to which pupils with disabilities can participate in the school curriculum **(the curriculum)**;
- Improving the environment of the school to ensure pupils with disabilities can take full advantage of education and associated services **(the environment)**;
- Ensuring that pupils, parents and other stakeholders with disabilities have access to information in alternative forms which is usually provided in writing **(information)**.

Analysis of monitoring of outcomes and discussions with staff, parents and pupils identifies many current strengths in each of these areas.

#### **4a. Curriculum**

- Staff work hard to ensure that all pupils can participate fully and meaningfully in the National Curriculum, regardless of additional needs, difficulties or disabilities. This may be, for example, administering medicines to pupils to ensure they can remain in school, adapting activities to ensure they meet the needs of all learners, or by developing personalised curricula which help address pupils' individual needs.
- More specialised needs of individuals are always responded to as and when the need arises, including through close liaison with staff from external agencies such as EYSENIT, Educational Psychologists, Physical Disabilities Team (Including Visual and Hearing Impairment) Speech and Language Therapists, Complex Needs and C and I Team.
- Our SENCO oversees referrals to outside agencies and monitors that actions suggested by professional are incorporated into classroom

practice to ensure all pupils can access the curriculum meaningfully and play a full part in the life of the school.

- Pupils with Special Educational Needs and / or disabilities participate in extra-curricular activities, such as after-school clubs. Some out of school activities present specific challenges for pupils and staff – for example, lunch and break times for pupils with Autistic Spectrum Condition (ASC) or other communication and interaction difficulties, and school trips for pupils with medical needs. These are managed on a case-by-case basis, with inclusion always the key aim.
- Specific examples of adaptations which have been made in the past, or are currently being made, to support individual pupils include:
  - Careful seating plans to help, for example, children with hearing or visual difficulties;
  - Easy to understand classroom labels and signs, using visual images, pictures and symbols where appropriate;
  - Low vision aids being made available to pupils with visual impairment;
  - Use of portable hearing loop in assembly and teaching to support children with hearing impairments;
  - Use of visual strategies – such as visual timetables or now and next boards – to provide a range of cues for pupils who find these beneficial (for example, pupils with ASC);
  - Use of simple, precise language when giving instruction, with extra processing time provided when necessary / beneficial;
  - Use of specialist laptops to support pupils, such as those with a visual impairment, to record their work.
  - Use of resources such as weighted cushions, ear defenders and sloped cushions to support pupils to have their sensory needs met;
  - Multisensory approach towards all curriculum subjects; for example, gestures, illustrations and symbols used to support the spoken word; regular hands-on activities during lessons;
  - Use of a range of strategies to engage and enthuse all pupils, for example, little teacher talk, whiteboards work, group or paired discussions.

#### **4b. Environment**

- Access to the school is mainly through slopes / ramps into external classroom doors.
- Main access in School office is ramped and doorways are of sufficient width and provide adequate lines of sight for people using wheelchairs.
- Signage around the school building is clear.
- Consideration of colour and tonal contrasts when redecorating the school building.
- Areas of artificial lawn in the Early Years outdoor spaces and in the main play area ensure that play equipment is accessible for wheelchair users.
- Toilets used by pupils with visual and mobility impairments are adapted – for example, larger handrails.
- Dedicated physiotherapy space for pupils with a physical impairment.
- Areas/activities available for movement breaks (ADHD)

- Environments are kept tidy and well organised for ease of accessibility and order.
- Reasonable adjustments are made to maximise inclusivity for all.

#### **4c. Information**

At Stephen Freeman Primary School, close communication between the SENCO, teaching staff and TAs, together with a high level of ongoing training, ensure that the needs of individual pupils are rapidly identified and acted upon. Written information for pupils with disabilities can therefore be adapted as necessary to meet the individual needs of pupils. For example, material can be provided in a range of formats (for example, enlarged print) for pupils with visual impairment, and written work is often presented on different coloured paper (shown to increase reading ease for pupils with Specific Literacy Difficulties). Where appropriate, iPads are used to provide information orally when this is beneficial. The SENCO retains an understanding of the relevant support services that can aid with improving delivery of information to pupils with a disability, and shares this with staff as required. Support is routinely given to parents and carers to complete paperwork and read information shared in a written form.

## **Stephen Freeman Primary School Accessibility Plan 2023-26**

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SLT/ Senco	Termly meetings with parents/carers – Termly consultations Edukey / Annual Review meetings with SENCo and teachers	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	SLT / Senco/ School nurse	Epipen training Diabetes training Intimate care policy and trained staff Training from SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local special school Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing: Epipen Training Diabetes training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco/ SLT	Strategic deployment of support staff/intervention teacher Use of ICT, eg: Clicker & voice activated text Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys Ensure specialist equipment (eg: hearing aids) is checked daily and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on ipads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker

Adaptations to the curriculum to meet the needs of individual learners	Senco/KL	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes Specific training in word processing skills through touch type Programme Use of access arrangements for assessment/National tests	Independent speech therapist termly Occupational therapy/Sensory	In place and ongoing	Needs of all learners met enabling positive outcomes
			team/Physio as required		
Improve educational experiences for visually impaired pupils	Senco	Consult Sensory Support team Use of magnifiers/Braille keyboard/enlarged reading materials, etc. as required based on identified needs	Cost of equipment	In place when required - regular visits from sensory support team.	Teaching aids, white boards etc, more easily seen and learning experiences of pupils enhanced.
Improve educational experiences for hearing impaired pupils	Senco	Daily maintenance and use of radio aids when required Consider hearing loop/soundfield systems if recommended Consult Hearing Impairment team	Installation of equipment	In place when required - regular visits from sensory support team.	Staff know how to operate/maintain hearing technology and learning experiences of pupils enhanced.
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	SLT/Senco/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.

2. Improving Physical Environment					
Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Provision of wheelchair accessible toilets	SK	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	SK HT	Designated disabled parking Wide doors and corridors Clear route through school	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	SK / HT	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to help the hearing impaired	SK/HT	Install hearing loop/soundfield when necessary Alarm linked to fire alarms	Cost of equipment/ installation	Future plan	Learning experiences of pupils with hearing difficulties enhanced.
Improve signage to indicate access routes around school	SK/HT	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	In place	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	SK/HT	Ensure that pathways are kept clear of vegetation	Cost included in ground's maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Maintain safe access around the interior of the school	SK/HT	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing	People with disabilities can move safely around the school



### 3 Improve the Delivery of Written Information

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Office/ SLT/ Senco	Fortnightly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Senco	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access all school documentation