

Stamfordham First School - Accessibility Plan



Date Written: May 2016
By: Claire McKinney
Responsible Governor: Rob Goût
Adopted by Governors: June 2016
Date for Review: June 2017

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy.

An accessibility plan is a plan for:

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum,
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Our School Vision

We are continually working to achieve our [School Vision](#) which includes the following statements:

'...teaching, supported by effective assessment, tracking and target setting, leads to all children making excellent progress regardless of their age, ability or background.'

'Learning in our school is fun and challenging; it has relevance to the community in which our pupils live whilst ensuring that they respect and appreciate diversity.'

'Equality of opportunity is embedded in the life of the school.'

Stamfordham First School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our [SEND Information Report 2016](#). As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to

our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Stamfordham First School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead, so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent that disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our [SEND Information Report](#) and [Equalities Report](#).

We currently have 78 mainstream pupils in Reception to Year 4 on roll with 32 pupils in on site pre-school.

The proportion of pupils with SEND Support is in line with national averages (Raise Online 2015) whilst the proportion of pupils with an Education Health Care (EHC) Plan is below the national average.

This plan will be reviewed at least every 3 years. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

THIS PLAN IS AVAILABLE IN LARGE PRINT ON REQUEST.

Accessibility Plan for Stamfordham First School from September 2016-2019

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Improve communication and language outcomes by the end of EYFS to exceed national averages in Summer 2017 to remove barriers to the curriculum for children with Speech, language and communication needs.	Jointly commission additional intensive speech and language support equating to 2 days per week in the Autumn term.	September 2016 – Summer 2017	PP and EYPP funding	Head teacher SENDCO	SEND Governor	
Ensure that the newly introduced curriculum model is enabling SEND pupils to make good or better progress in all classes.	Precisely monitoring activities on evaluating impact of teaching/curriculum on SEND pupils' progress. Increase SENDCO release time to include specific monitoring time.	September 2016 ongoing	School budget ½ day release per week SENDCO	HT Resources Committee	SEND Governor	
Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level	SLT/SENDCO to investigate and evaluate assessment systems and select appropriate model which captures small steps of progress and gives leadership a clear picture of the achievement of SEND pupils.	September 2016 ongoing	Budget allocation for assessment system and training	HT SENDCO	SEND Governor	
Adapt the curriculum to meet specific pupils' SEND	Introduce an annual curriculum review to identify and address the needs of the current SEND pupil cohort to inform the curriculum section of the accessibility plan	September 2016 and annually thereafter		SENDCO	HT SEND Governor	

Accessibility of Information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by school	Specify on the school website and provide regular reminders on the school Facebook page that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Policies to include foot note about larger print.	September 2016 ongoing		HT Office Staff	SEND Governor	