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South Stoke Primary School Accessibility Plan

INTENT

At South Stoke Primary School we will:

- put the safety of everyone as a priority so we can work in a safe environment
- encourage everyone to understand the meaning of community by acting with compassion and and respect for each other.
- be inclusive so everyone is valued and respected and where tolerance and diversity are celebrated.
- seek out every opportunity to ensure that all of us excel in all that we do, developing wisdom, understanding and creativity, through an ambitious and broad curriculum that challenges expectations, deepens knowledge and develops skills.
- empower pupils and adults to develop perseverance, so that they are able to engage/explore the challenges of school and the wider world.
- nurture the wellbeing and spiritual development of our school
- equip our children ready for their future as respectful individuals, life-long learners and active citizens in society.

South Stoke Primary has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a commitment to equal opportunities and school makes all children feel welcome irrespective of race, colour, creed or impairment.

The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life;
- works closely with all pupils to encourage an atmosphere of empathy which will ensure an inclusive community

Information from pupil data and school audit

The School regularly reviews information and data information it holds about the nature of the pupil population including the disabled pupils to inform planning and to identify priorities. This regular review helps to inform us about the part that disabled pupils play in the life of the school. It tells us about the disabled pupils already in the school and moving through it, including pupils at an earlier Key Stage.

School also reviews information on the anticipated pupil population in the future, including advance information about pupils who may be coming to the school, who have SEN and who may also be disabled to assist in planning for the needs of all our children.

We liaise very closely with our feeder schools to ensure a smooth transition for pupils. Our SENCO plans specific transition activities to ensure pupils with disabilities are not disadvantaged.

In our planning we look at the accessibility of the curriculum and how it can be adapted to allow for full access by all pupils. We plan for the appropriate training to be given to staff. We review the success of our planning and assess the outcomes for disabled pupils.

As a School we consider whether:

- there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. We seek advice from outside agencies with expertise;
- disability issues are reflected in the curriculum. We plan our spiritual and moral education to develop an openness to inclusion;
- disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. We assess these difficulties and adaptations that need to be made;
- there are parts of the school to which disabled pupils have limited or no access, or whether physical features of the school environment hamper access to the whole life of the school. We look at the accessibility of the building and how we may need to make adaptations to allow for the disability of the pupil. This may include reorganising seating within the classroom, carpeting for hearing impaired, or more major alterations for access by wheelchair users. At the moment there is only one area that is not easily accessible to wheel chair users - the middle classroom. It currently has access through the junior class and there is no room for installing a ramp.
- access to information is planned, with a range of different formats available for disabled pupils. We ensure information is provided in different formats if necessary for pupils and others, including parents, who may need access to information;
- other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines and provision of personal care, or a lack of role models or images of disabled people within the school, in effect, all the

school's policies and procedures, written and unwritten. School has clear guidelines on the administration of medicine and seeks the advice of medical experts to ensure the general health needs of disabled pupils.

Information and Data used :

- School Census
- Identification through SEN procedures
- Whole school data on Pupil progress to track individual pupil progress
- Information from feeder schools
- Information from the local Authority

At South Stoke Primary School we work closely with all stakeholders and in particular with the disabled pupil and their parents or carers. We meet with parents as soon as is practically possible to plan for transition. We regularly seek parental and pupil views through meetings, questionnaires and the School Council.

Class teachers and the SENCO work with the pupil(s) during the weeks before they are admitted to school to help the pupil familiarise themselves with expectations and the layout of the school. In this way we ensure that the needs of the pupil are successfully met and adaptations to the environment and/or the curriculum planned.

The main priorities in the school's plan

Increasing the extent to which SEND pupils can participate in the school curriculum including free access to outside areas

Much greater degree of differentiation is planned as necessary, going beyond the basic principles of three-level differentiation, for pupils whose attainments fall significantly below the expected levels at a particular key stage

For pupils who experience physical difficulties with writing have access and training with laptops or other ICT aids.

Assessments are modified to meet individual needs of pupils with disability taking into account.

We take full account of the needs of individuals when identifying barriers to inclusion at school, subject and class level. The School takes into account access to particular areas of the curriculum for particular groups of disabled pupils, for example: PE for pupils with a physical impairment, sex education for pupils with inherited conditions, music for pupils with a hearing impairment. All children are included but we will seek advice and support on these issues, from pupils, parents, support services and other agencies in sensitive or specialised areas.

As part of ongoing replacement of resources we are addressing wider issues relating to the availability of disabled role models, the representation of disabled people in books, in displays and teaching materials and the inclusion of disability issues in the curriculum. We see that addressing these issues is important in developing access to the life of the school and in having a significant impact on the self-esteem of disabled pupils.

Key elements in our plan to increase accessibility for pupils with disability are:

- a focus on access in our medium term planning;

- a clear assessment of the current National Curriculum of the full range of pupils, particularly in relation to speaking and listening; reading; writing and maths
- working collaboratively within the school and sharing work with other schools;
- the appropriate deployment of learning support;
- appropriate ICT support;

Roles and Responsibilities

The Governors are committed to ensuring that identified priorities to improve accessibility are part of the school improvement plan and they monitor and review these priorities as part of the process of school improvement.

The Headteacher works with curriculum leaders to identify priorities for training or modification to meet the needs of individual pupils. Part of our current school improvement to improve the quality of teaching and learning for all pupils, thereby improving disabled pupils' access to the curriculum.

This plan is intrinsically linked to the School Improvement Plan, through:

- high expectations for all;
- target-setting, monitoring progress and acting on the results of such monitoring;
- the development curriculum plans, that check for accessibility at each curriculum and policy review;
- professional development and support for all staff on inclusive classroom practice in general and on specific disability issues.

The SENCO has a significant part to play in helping to develop an effective curriculum and professional development for all staff in aspects of inclusion.

The SENCO has responsibility for the day to day deployment of support staff and to addressing their training needs. Disabled pupils can rely greatly on teaching assistants giving them greater accessibility to the curriculum and in helping them develop degrees of independence and increased social interaction. Wherever possible we include teaching assistants in consultations with pupils and parents.

Learning time

There may be occasions where we have to modify our usual timetables for individual pupils. If we need to do this we will

- consider whether pupils working at different levels in different strands of the curriculum and therefore need withdrawal sessions at time;
- carefully monitor any withdrawal sessions to meet specified learning outcomes;
- consider the need for the provision of therapies during a school day whether inside or outside school by taking into account the future needs of a pupil as well as their current needs.

The wider curriculum

The curriculum is not just the 'taught' time of the school day: it is all the learning, planned and unplanned. Activities such as: after school clubs and school trips are also part of the life of the school. We actively encourage the participation of disabled pupils in these activities and adapt them to assist inclusion. Social aspects of learning are addressed through our PSME activities and policies which link to this plan. Other policies intrinsically linked include our Behaviour policy, Equality policies, SEN, all curriculum policies and Teaching and Learning

Physical Environment

School aims to provide an environment that gives evidence of welcoming diversity and difference. We have identified areas where access is a challenge:

Barriers for access

	Area of concern	Actions	Budget implications
Barriers for the physically impaired	Access to middle classroom Access to outside areas	Access planned through the junior class Access routes checked for blockages. Removal of excess equipment and vegetation	£200 skip hire
Barriers for the visually impaired	Outdated ICT systems	Update interactive whiteboards in each classroom	£5,000
	Fluorescent lighting in all classrooms	Replace lighting with LED bulbs in KS2	£1,000 + tower hire
Barriers for the hearing impaired	Classroom acoustics in KS2 and middle room	Carpet sections of KS2 classroom to minimise noise levels Keep middle room for lunch times to ensure good hygiene levels	£500
	Fire alarms are non visual	Obtain 3 quotes for updating fire alarm system	
	Outdated ICT systems	Update interactive whiteboards in each classroom	See allocation above
Barriers for those with sensory impairments	Classroom acoustics in KS2 and middle room	Carpet sections of KS2 classroom to minimise noise levels	See allocation above
	Quiet area for	Identify area	

	emotional regulation	outside for Quiet Time. Create a structure for quiet reflection	£300 wig wam
	Bushes and surrounding vegetation impacts on senses	Clipping of vegetation surrounding school Creating a sensory area near the outdoor classroom	£200 including removal of debris £100 for plants and planters
Barriers for children with SEN (including autism and ASD)	Classroom acoustics in KS2 and middle room	Carpet sections of KS2 classroom to minimise noise levels	See allocation above
	Quiet area for emotional regulation	Identify area outside for Quiet Time. Create a structure for quiet reflection	See allocation above
	Development of emotional literacy	Continue ELSA support	£300
Barriers for children with mental health concerns	Quiet area for emotional regulation	Identify area outside for Quiet Time. Create a structure for quiet reflection	
	area required for self expression	Create a stage area in the playground for creativity and expression	£100

We will also take into account

- facilities used beyond the school day;
- off-site provision that the school uses, such as activity centres;
- a diversity of equipment, materials and consumables. The provision of enlarged computer screens and keyboards, photocopy enlarging facilities, specialist chairs and portable aids, small equipment designed to assist those with fine motor difficulties are considered and we will continue to seek advice is from specialists.

Curriculum Delivery and Access

The school aims to deliver a curriculum for disabled pupils which is challenging, exciting, engaging and planned around any additional needs.

Barriers for access

	Area of concern	Actions	Budget implications
Barriers for the physically impaired	Access to a broad and balanced curriculum	Well differentiated planning to ensure	

		the engagement	
	Access to PE facilities and equipment	Seek guidance from LA when required	
	Access to support materials to meet needs	Seek guidance from outside agencies and purchase where appropriate	£500 SEN resources
	Access to off site activities including residential trips	Risk assessments include provision for physically impaired pupils	
Barriers for the visually impaired	Access to a broad and balanced curriculum	Well differentiated planning to ensure the engagement	
	Access to support materials to meet needs	Seek guidance from outside agencies and purchase where appropriate	See above
	Access to off site activities including residential trips	Risk assessments include provision for visually impaired pupils	
Barriers for the hearing impaired	Access to a broad and balanced curriculum	Well differentiated planning to ensure the engagement	
	Access to support materials to meet needs	Seek guidance from outside agencies and purchase where appropriate	
	Access to off site activities including residential trips	Risk assessments include provision for hearing impaired pupils	
	Acoustics in classrooms	Hearing loop system to be investigated with a view to a future purchase if required	
Barriers for those with sensory impairments	Access to a broad and balanced curriculum	Well differentiated planning to ensure the engagement	
	Access to support materials to meet needs	Seek guidance from outside agencies and purchase where appropriate	
	Access to off site	Risk assessments	

	activities including residential trips	include provision for sensory impaired pupils	
Barriers for children with SEN (including autism and ASD)	Access to a broad and balanced curriculum	Well differentiated planning to ensure the engagement	
	Access to support materials to meet needs	Seek guidance from outside agencies and purchase where appropriate	
	Access to off site activities including residential trips	Risk assessments include provision for sensory impaired pupils	
	Additional adult support required	1:1 support provided when required	
Barriers for children with mental health concerns	Access to a broad and balanced curriculum	Well differentiated planning to ensure the engagement	
	Access to ELSA support within the school	Prioritise ELSA support based on need	
	Access to outside support agencies	Signpost children and parents to appropriate outside agencies and charities	

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Communication Access

School may need to consider a variety of different formats including:

- audio-taping information;
- enlarging print;
- simplifying language;
- using picture/symbol language.

We will keep an open mind about formats and consult with individual pupils and parents/carers as to what is more appropriate. We will consider how our prospectus might be made more accessible to those with visual impairment within the Curriculum Committee meetings.

Evaluation of the plan

It is the Responsibility of the governing body to monitor the effectiveness of the plan. The full governing body will assess the actions identified and monitor the action plan at least 3 times a year.

School will consider a range of evidence in order to reach an evaluative judgement on the action plan. This might include evidence of:

- increased confidence of staff in teaching SEND pupils;
- greater pupil and parental satisfaction with the arrangements made;
- improved outcomes for SEND pupils;
- improvements in the physical environment of the school;
- protocols for multi-agency working to support children with SEND;
- teachers sharing good practice within the school, the school sharing good practice with others;
- SEND pupils being more involved in whole life of the school.

The evaluation of the plan will run alongside evaluation of the School Development Plan in the process of school Self Evaluation.

A short survey to pupils and parents at the end of each year will assist in the process of evaluating the success of this plan.

The governing body will report on the Accessibility Plan annually in the summer term.

A hard copy of the plan is available within school as part of the freedom for information package. The plan is posted on the School's website