



Stebbing Primary School

Accessibility Plan 2017-2020

Ratified by Governing Body: February 2017

The access to the physical environment of the school:

Stebbing Primary School is a single storey Victorian building. There are different levels within the main school building. However, all areas can be accessed through a variety of entrances from the outside and through ramps and stairlifts. One of the entrances has a disabled button for easier access by wheelchair. There is a disabled toilet including a fixed hoist and changing bench. There are two demountable classrooms with their own access. One of these has a slope access. This classroom also has a disabled toilet with a changing bench. The other classroom has been on site for decades and does not have disabled access. A ramp for this classroom was looked into but it is not possible to fit one. The old school house is used for administration purposes and includes the staff room and resource storage. This building does not have disabled access. There is a swimming pool on site which has a hoist fitted. We have yellow paint on steps for better visibility. The physical environment may be negotiated to meet a child's specific needs.

Improving access to the physical environment:

Target	Strategies	Time-scale	Responsibility
Ensure access for all pupils to all areas	New classroom planned to replace classroom without disability access.	By 2018	Head of school and Essex LA
Ensure all disabled pupils	Put in place a Personal Emergency Evacuation Plan	As required	SENCo

can be safely evacuated	(PEEP) for all pupils with difficulties.		
Ensure accessibility to IT equipment	Specialist teachers to advise on appropriate programmes All staff trained in Clicker 7 and ensure key children are using it to support their learning	As required As required	SENCo to liaise with specialist teachers CT/LSAs

Access to the school curriculum:

High quality teaching and learning is the main aim in the school. Through self-review and continuous professional development, staff are equipped with the knowledge and skills to offer excellent learning opportunities and to meet every child's needs. The school is very inclusive and welcomes children of all abilities. Pupils get a broad range of opportunities which help them to develop the skills needed for life beyond primary school.

Improving access to the school curriculum:

Target	Strategies	Time-scale	Responsibility
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs.	On going	SENCo
	Online training for class teachers on a range of SEN issues.	End of Spring term 2017	SENCo and CTs
	MITA project and scaffolding training	End of Spring term 2017	SENCo and LSAs
	CTs to be responsible for planning for all children and support staff	On going	CTs
Ensure all staff are aware of individual children's learning needs	All staff involved with the child to attend review meetings	On going (termly reviews or more often when required)	SENCo, CTs and LSAs
	Information sharing with all	On going	

	agencies involved with the child		
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness.	As required	CTs
Opportunities for all children to access educational visits and adapt these where necessary	Close links with parents about whether trips will be appropriate for individual children.	As required	CTs
Ensure PE is accessible to all	Gather information on accessible PE. Attend PE training sessions provided by the partnership.	As required	PE co-ordinator

Access to written information:

The school provides a range of formats when communicating to parents, including a welcome DVD when children start at the school. Parents are communicated with via emails. However, they can talk to someone in the office if they have any problems understanding the written information. In Foundation Stage parents get to see online observations of their child which include pictures. Written information in class is often supported visually so that all children can access it.

Target	Strategies	Time-scale	Responsibility
One planning and review information to be as accessible as possible	Use child friendly formats. Explore a variety of ways of gathering pupil's views.	On going	SENCo
Languages other than	Welcome signs to be multi-lingual	On going	Head of School

English to be visible in school			
Review written communication with parents on a needs basis	Talk to prospective parents about any needs they may have and how we can accommodate those needs.	As required	Head of School
All classes to increase visual support	All classes to have a visual timetable. Increase use of visuals in class to support written information	On going On going	CTs CTs