



## Stebbing Primary School

Accessibility Plan February 2021

Due for review: February 2024

Ratified by Governing Body: February 2021

### **Review Sheet**

The information in this table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version (if any).

Version Number	Amendments Made	Date of Revision
1	Original	February 2021
2		

# Contents

## 1. Aims of this Plan

The Equalities Act 2010 requires schools to have an Accessibility Plan which details how they will:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the access to information for disabled pupils

At Stebbing Primary School, we are committed to equal opportunities for all members of our school community. Our aim is to ensure that any disabled person -student, parent, carer, employees or visitor - can fully access everything that we offer. Whilst we feel that our school is very inclusive, we recognise that there is more we can do, and so this Plan details how we aim to further improve our school.

Each Local Authority (LA) is required to have a separate Access Strategy; you can find the Essex County Council access strategy here:

<http://www.essexlocaloffer.org.uk/wp-content/uploads/2014/08/Essex-Schools-Accessibility-Strategy-2019-2022.pdf>

## 2. Legislation and Guidance

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. More information about the Equality Act can be found here:

<https://www.equalityhumanrights.com/en/equality-act>

As in the previous legislation, schools must not discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Long term is defined as lasting, or likely to last, for at least 12 months. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The overriding principle of the equality legislation is generally one of equal treatment; for example you must treat a boy as favourably as a girl. However, the Equality Act provides differently for disabled people saying that we may, and often must, treat a disabled person more favourably than a person who is not disabled to ensure that the disabled

person can benefit from what we offer. Furthermore, schools and local authorities have a duty to supply auxiliary aids and services to enable disabled people to access school (if they are not being supplied through Education, Health and Care Plan funding). It is within this context that we have written this Plan and set out the actions that we will take to ensure equity of opportunity for disabled people.

### **3. Information Gathering**

We have gathered the information for this plan by:

- coordination with the Local Authority in line with the LA Accessibility Strategy and ensuring that we provide the best choices for students wanting to enrol here;
- consulting the full governing body & SEND governor;
- consulting staff including specifically SENDCo, teachers, LSA's, health and safety nominated staff member;
- setting up a structure to allow the views of students, both able and disabled to be taken into account;
- having discussions with parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students;
- involving outside agencies who already exist to assist disabled students in their education and future careers;
- ensuring the views of all those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders

### **4. Action Plans**

In this section we detail how we will remove any disadvantages experienced by disabled people. There is an action plan for each of the following areas:

- A. Access to the school curriculum
- B. Access to the physical environment
- C. Access to information

## A. Access to the school curriculum

### Context:

High quality teaching and learning for all is the aim of our school. Through self-review and continuous professional development, staff are equipped with the knowledge and skills to offer excellent learning opportunities that are tailored to meet every child's needs. School staff are actively encouraged to further their knowledge. Where there is in-house knowledge we hold training sessions on specific themes; for example: specific speech and language strategies and Zones of Regulation. Alternatively, staff are sent on specific training courses or training is brought into school; for example the Nessy Understanding Dyslexia training course.

At Stebbing we embrace the use of technology in our classrooms to support the learning of our students with specific needs. Students can use the 'voice to text' function in MS Word or programmes like Clicker 7 to capture their work should handwriting be difficult. In addition to learning apps like Spelling Shed and Times Table Rockstars that are available to all, pupils also have access to specialist teaching software such as Nessy spelling or touch typing programme.

Our school curriculum is designed so that all pupils get a broad range of learning opportunities which help them to develop the skills needed for life beyond primary school. Teachers differentiate this curriculum as appropriate, ensuring that learning is matched to a students level of ability. Whilst the majority of our students follow this school curriculum, we also teach a small number of students who follow their own individualised curriculum. For these children we work closely with parents and any specialists involved to deliver lessons which target personal learning and development objectives.

We aim to support pupils and their families throughout their journey with us by creating a nurturing school environment. Although all students have time in their curriculum to attend our forest school, extra forest school sessions are run weekly for selected children who are working on key skills outside of the classroom. Across the school our staff are also trained in the Zones of Regulation; a curriculum that is used to help children develop emotional control and awareness. We also offer one-to-one support and counseling from our learning mentors for children who have social or emotional difficulties, or who are finding school difficult to negotiate.

Overall we believe that our school is very inclusive and we welcome children of all backgrounds and abilities.

### Action Plan - Access to the Curriculum:

Aim	Current progress	Next steps towards the aim	Action to be taken	Person responsible	Date to complete actions by	Success criteria
The curriculum is appropriately differentiated for every student	All teaching and support staff have had access to a range of training and resources to enable them to differentiate the curriculum according to each child's individual needs. Some of this training includes, but is not exclusive to, the following: <ul style="list-style-type: none"> <li>• AET training</li> <li>• ELKLAN training</li> <li>• High needs training</li> <li>• Understanding Dyslexia training</li> <li>• NASEN training</li> <li>• Specific speech and language training</li> <li>• E/PDA training</li> <li>• ADHD training</li> </ul>	Increase staff confidence in differentiating the curriculum, in particular any new staff	Identify staff training needs and deliver support and training. New teachers to do online NASEN training in their first year.	SENCo	On going	School staff will meet the needs of students with minimal support from the school SENCo

		audiobooks, Nessy programmes etc.			
All staff are aware of individual children's needs (educational, communication, social, emotional and sensory/physical)	SENCo delivers an overview of SEN children's needs during the inset day in September. MDAs are given a written summary any children who have any additional needs that they may need to be aware of. SENCo delivered this to them and will hold additional meetings when this needs reviewing. SENCos drive has been set up and all staff have access to all SEN children's records, including One Plans, One Page Profiles, reports from professionals. They also have access to a wide range of resources and further information around each individual need.	There is consistency of teaching and learning provision	Class practice that works is captured and shared to ensure consistency from class to class  All staff involved with the child to attend review meetings	Class teacher  On going (termly reviews or more often when required)	On going  SENCo, Class Teachers and Support Staff
All educational visits are available	New venues are vetted for		Class Teachers	As required	

to all	appropriateness	Parents make the decision about whether the child should go on a trip or not. Parents may be asked to assist on the trip when appropriate  If the trip is not appropriate an alternative trip will be arranged	Class Teachers	As required	
		Appropriate trips arranged- possibly whole class or small group or with key adults.	Class teachers and 1:1 TAs	As required	
	Physical education is accessible to all	All children are included and PE sessions are differentiated appropriately. A range of accessible resources have been purchased e.g. balls with bells in, boccia set.	Gather information on accessible PE Attend PE training sessions provided by the partnership  All current pupils take part in all P.E. session	PE co-ordinator  Class teachers	As required  As required
	IT equipment and software is used to enable the	A range of IT equipment is used in the school: Clicker 7	Ask our inclusion partner or specialist teachers	SENCo to liaise with specialist	All children are able to access lessons, or record

participation of disabled students in lessons	Nessy spelling programme Sound buttons Control button for computers Smart boards Ipads and Chromebooks Tapestry for assessing high needs pupils Accessible apps	which programmes to use if a need is identified  All staff trained in Clicker 7 and ensure key children are using it to support their learning	Offer training to new staff  SENCo	teachers Class teachers and Teaching Assistants  SENCo	As required	and share their work
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## B. Access to the physical environment

### Context:

Stebbing Primary School is a single storey Victorian building and number of recently built modular classrooms that are sited to the rear of the main building. The floors within the main school building are on a number of different levels. However, all areas can be accessed through a variety of entrances from the outside or via ramps and stairlifts. One entrance has an automatic button for easier access for wheelchair users. All of the more recent modular classrooms are on a single level.

The school has 5 accessible toilets, one has a fixed hoist and changing bench, another has a changing bench and a shower area. The other accessible toilets have increased space and handrails as per the building requirements.

There is a swimming pool on site which has a hoist fitted. There is yellow paint on steps for better visibility. The school also has a sensory room which can be reached without steps. There is sufficient area in the sensory room to allow a wheelchair user to turn.

On site is the two story old school house. It is used for administration purposes and includes the staff room, toilet and upstairs resource storage. It is not routinely accessed by pupils. This building does not have ramped access or a lift to the second floor.

There is a gentle slope from the public pavement to the front school playground. There are 3 disabled parking spaces in the school car park. The school can be accessed via a ramp at the main school and office door or via a gated side pathway. There is an additional ramp which allows access to the external classrooms, sensory room, stage and rear play areas. The school grounds have a range of surfaces; grass, concrete, wooden decking and astro turf.

At the rear of the site is our forest school area. This can be reached via a grassed slope and a small step at the entrance. The forest school is a wilder area that has some mulched paths, a pond and lots of vegetation. Whilst some parts can be reached with a robust off-road wheelchair, it can be harder to access other parts of this site depending on the individual's physical restrictions. Staff are available to support pupils with physical difficulties in these more challenging areas.

Overall, the school physical environment may be negotiated to meet a child's specific needs.

### Action Plan - Access to the Physical Environment:

Aim	Current progress	Next steps towards the aim	Action to be taken	Person Responsible	Date to complete actions by	Success Criteria
Ensure all pupils can be safely evacuated	Personal Emergency Evacuation Plans are reviewed annually and each individual child with a disability has a plan to evacuate them safely, which is shared with all staff.	Put in place a Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	Headteacher SENCo	On going	Every identified child has a tested PEEP	
Continue to review access to the physical environment	The environment is constantly reviewed. New playground equipment is considered for accessibility. Each year staff work with specialists to assess the new classroom for individual children and any accessibility issues are sought to be addressed.	Work with specialists to ensure that when a child changes classroom all accessibility issues are addressed.	Headteacher SENCo	On going		

## C. Access to information

### Context:

Information given to pupils in class is tailored to their specific needs, whether that is changing the way that it is provided - for example staff use the Picture Exchange Communication System (PECS) or Makaton signs with some pupils - or changing the language that is used to deliver the message - for example, the SENCO has ELKLAN speech and language training and she up-skills staff who work with children who have communication difficulties.

In school we also have experience of supporting visually impaired students and staff can modify resources or teaching methods to meet specific needs. Personalised resources, such as transition books, stories or films, are also used to prepare some children for upcoming change.

Information provided in class is often supported visually - for example by the teacher providing worksheets or writing on a white board - so that children who find taking notes difficult or who have memory difficulties are not disadvantaged. The background colour on paper or the interactive white board used in class can be changed if some children find it hard to differentiate words on white backgrounds.

Our school also provides information in a range of formats to parents/carers:

- A welcome DVD is sent to families when children start school.
- School communications are sent electronically via our ParentMail system, which is accessible on an e-reader. However, a member of staff is available if there is a need to receive information in a different format, or if families need support to interpret the information sent.
- Home-School communication books are completed daily by staff to enable selected children to share information with parents about their school day.
- The Headteacher and SENCO hold a half-termly SEN parent coffee morning. At the meeting, information is shared and parents are given the opportunity to share concerns or give suggestions.

**Action Plan - Access to Information:**

Aim	Current progress	Next steps towards the aim	Action to be taken	Person Responsible	Date to complete actions by	Success Criteria
One planning and review information to be accessible and inclusive	Children's views have been gathered in a range of ways including: <ul style="list-style-type: none"><li>● Children completing a form asking about what is working/ not working</li><li>● Staff acting as a scribe for children who cannot/are reluctant to write</li><li>● Children sort images of things into piles of things they like/ dislike</li><li>● Children are supported to paint images of their likes/dislikes</li></ul>	Explore different ways to gain the child's views  Explore how to include the child in the review meeting  Offer One Planning meetings virtually or face to face.	SENCo	On going	Every One Plan or SEN annual review includes the child's view.	
Other languages and forms of communication to be used in school	Other languages (other than English) are provided for on an individual basis. We have started to use Makaton with individual	Welcome signs to be multilingual and include Makaton/ PECS used by children in school	Signs to be put up in school	Headteacher	On going	All children in school can communicate their basic needs to staff and peers

<p>children and will be having training on this for all staff. PECS is used with individual children.</p>	<p>Staff will be able to communicate with the children who use Makaton</p> <p>Staff to know which children use PECS to communicate and know how PECS is used in Stebbing</p> <p>Symbols to be used around the school</p>	<p>Whole staff Makaton training</p> <p>Whole staff awareness training on PECS</p> <p>Particular places to have symbols in place e.g. toilets, sensory room etc.</p>	<p>SENCo/ outside Makaton trainer</p> <p>SENCo</p> <p>SENCo</p>	<p>Summer 2021</p> <p>As required</p> <p>Spring term 2021</p>	<p>Staff feel confident communicating with children that use Makaton</p>
<p>The information provided for families is accessible for all</p>	<p>Prospective parents are asked about any needs they may have and how we can accommodate those needs</p> <p>ParentMail is on e-reader</p> <p>Training and support to families can be offered in a range of ways e.g. video call, face to face</p>	<p>Parents know how to request alternative methods of communication/ information</p>	<p>A verbal message to be put on the welcome video to let parents know how to make this request.</p>	<p>Headteacher</p>	<p>September 2021</p>
<p>All classes to increase visual</p>	<p>Teachers use a visual timetable in each class. In</p>	<p>All classes to have a visual timetable</p>	<p>Class teacher</p>	<p>On going</p>	

support	<p>addition, work objectives, dates, titles, questions that are being posed are written somewhere visible (e.g. on the white board) for students to refer to</p> <p>Staff break down and write instructions for some students with some specific learning difficulties/ SEN</p>	<p>Increase use of visuals in class to support written information</p> <p>All staff to have training on using Communicate in Print programme- more training for new staff</p>	<p>Class teacher SENCo</p>	<p>On going As required</p>

## 5. Sharing this plan

This plan will be sent out to parents prior to publishing it to enable them to have some input into it.

This plan will be made available via the information page on our school website:  
<https://stebbingprimary.co.uk/policies-procedures-local-authorities/>

If you require this plan in an alternative format please contact the school office:

Telephone: 01371 856260

Email: [admin@stebbing.essex.sch.uk](mailto:admin@stebbing.essex.sch.uk)

## 6. Monitoring and Review

This Accessibility Plan has been ratified by the Stebbing School Governing Body. In line with legislation, the Plan will be reviewed every 3 years or more frequently should further updates be necessary.

## 7. Related Policies

It may be helpful to read the following Stebbing School policies in conjunction with this Accessibility Plan:

- Equality
- Inclusion and Special Educational Needs
- Medical Needs
- Personal, Social, Emotional and Economic Education

All policies can be found on our school website or contact the school office for copies in an alternative format: <https://stebbingprimary.co.uk/policies-procedures-local-authorities/>

The Essex Local Offer website also provides further useful information:

<http://www.essexlocaloffer.org.uk/>