



'Let Your Light Shine'

(Matthew 5.v16)

Accessibility Plan

Approval Date: Spring Term 2021

Review Date: Spring Term 2024

OUR MISSION STATEMENT

'Let Your Light Shine'

(Matthew 5.v16)

At St. Stephen's Church of England Primary School we are proud to be a Church School with a distinct Christian character and ethos. We promote a love of learning within a safe and secure environment, in which every child matters as a precious gift from God. We believe every child is unique, different and special.

Christian values and spirituality are at the heart of all aspects of school life. Our school's Christian ethos reflects mutual care and concern- where faith, love, hope and truth flourish. Our school is a place where children are able to establish and deepen their understanding of God through prayer and reflection in daily acts of Collective Worship and Religious Education.

We provide a creative and challenging curriculum in order to inspire and motivate our pupils. We want all our children to feel secure and happy, enabling them to reach their fullest potential. We believe that happy children learn well and we thrive on celebrating the achievements of all our pupils across all areas of learning.

We aim to create an environment where children develop the confidence to think for themselves; where pupil voice is at the heart of all decision making and where all children feel valued and respected.

Our school ethos is built on mutual tolerance and respect for all human beings, regardless of beliefs culture or race. Charity and caring for those in need is fundamental to our work in school. We are all children of God so we aim to treat others as we would like to be treated ourselves.

We work in partnership with governors, families; the wider community and our local Parish Church to ensure everyone has a voice in achieving the best possible education for our children.

Ultimately we are committed to excellence for all and through a process of continual reflection and evaluation we ensure that standards are continually raised and improved.

'Let Your Light Shine'

(Matthew 5.v16)

Our school motto encompasses all that we are about as a school.

'Let your light shine'

The motto incorporates three fundamental elements:

The light of the Gospel message of Jesus

The light of individual talents

The light of learning

Accessibility Plan St. Stephen's C.E. Primary School

1. Vision Statement:

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head Teacher. At St. Stephen's CE Primary School the Plan will be monitored by the Head Teacher and Deputy Head Teacher and evaluated by the relevant governor. The current Plan will be appended to this document.

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Christian values and spirituality are at the heart of all aspects of school life. Our school's Christian ethos reflects mutual care and concern – where faith, love, hope and truth flourish. We aim to create an environment where children develop the confidence to think for themselves; where pupil voice is at the heart of all decision making and where all children feel valued and respected.

Our school ethos is built on mutual tolerance and respect for all human beings, regardless of beliefs culture or race. Charity and caring for those in need is fundamental to our work in school. We are all children of God so we aim to treat others as we would like to be treated ourselves.

- St. Stephen's CE Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, pupils, parents, staff and governors. When necessary, other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

- The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- St. Stephen's CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within school.
- St. Stephen's CE Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - a) Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - b) Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - c) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hands outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- St. Stephen's CE Primary School's Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.

- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - a) Asset Management Plan
 - b) Behaviour Policy
 - c) Teaching and Learning Policy
 - d) Business Continuity Plan
 - e) Equality Diversity and Cohesion Policy
 - f) Health and Safety Policy
 - g) School Prospectus
 - h) School Development Plan
 - i) Special Educational Needs Policy
 - j) Staff Development Policy
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, (Appendix A) which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the School prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored by the school's leadership team, in consultation with the relevant governor. Progress will be reported during the full governing body meeting and any financial implications will be raised at Finance Committee meetings.
- Where necessary, the school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

2. Aims and Objectives

Our Aims are:

- to increase access to the curriculum for pupils with a disability
- to improve and maintain access to the physical environment
- to improve the delivery of written information to pupils, family members and the wider community

3. Current good practice

We ask about any disabilities or health conditions in early communications with new parents and carers. The school SENCo will ensure that appropriate support is identified and implemented when required.

a. Physical environment

- Disabled pupils are given the opportunity to participate in all extra-curricular activities. Some aspects of extra-curricular activities may 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. Pupil's needs are assessed on an individual basis and adaptations put in place as required.
- Classrooms are organised according to the needs of the individual groups of children within the room.
- All parts of our building are accessible to all current pupils with disabilities. The only area in school which has limited accessibility for any pupils and visitors to schools in wheelchairs is the entrance to our nursery building which has one step leading to the main door and also one step at the rear door leading to the outdoor area. Due to current financial constraints we cannot install a ramp at these entrances. As we currently have no pupils with disabilities in our nursery this is not an issue, however, should the need arise we would review the situation and provide all necessary support and adaptations.
- There is a small flight of steps onto the school playground however the playground is also accessible via the rear of the building with one small step, a ramp could be installed at this point should the need arise.

b. Curriculum

- There can be challenges and barriers which could mean disabled pupils have limited or no access to some areas of the curriculum, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues can affect the participation of disabled pupils for example: bullying, peer relationships, policies on the administration of medicines, the prevention of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. In our school, all disabled pupils

currently have access to all areas of the curriculum with adaptations as and when necessary.

- The school is committed to the principles of teaching and learning in a range of styles to meet individual children's needs. Assessment for learning ensures that the next steps in children's learning are identified and acted upon. Lessons provide opportunities for individual, group and whole class work and ensure that visual, aural and kinaesthetic approaches are used.
- The school values creative arts highly, we ensure that all children have the opportunity and support to access this part of the curriculum, this includes specialist resources, teaching programmes and timetabling to ensure all children's needs are met where possible. Opportunities to take part in music, drama and physical activities take place both during and after the normal school day.
- All staff ensure that there is flexibility in teaching and the curriculum to allow children to access at their level of need
- Children are given opportunities to complete unfinished work during the week. Special arrangements are made during assessment periods for children who may need extra time to work alone. Teachers ensure that all children have the opportunity to engage in practical activities and recognise that this may mean that some children need to access these activities for longer periods than others.
- Staff ensure that the timetable design is driven by the needs of pupils in any particular teaching group.
- All relevant staff have had training in supporting children with SEN and this takes place on an on-going basis. Individual staff attend training relating to specific issues.

c. Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. There is no specific need for audiotape or braille at the moment. All information provided by the school is in simple, easy to read language to facilitate understanding for all. We also use a large range of ICT for presentations such as interactive whiteboards, large screen in the main hall, powerpoint displays, etc. We have a wealth of ICT software and hardware in school and the staff expertise to ensure that written information is presented in different formats.

4. Access Audit

The school is a single storey building with several access points from outside. The hall and dining area are accessible to all. The entrance used by pupils and their families to enter our school grounds is fully accessible. For security and safeguarding, the gates at the entrance to the car park and outside the main entrance are locked between 9am and 3.15pm. Access into school can be gained via the video controlled gate and staff will provide assistance where necessary. The school has internal emergency signage and escape routes are

clearly marked. Disabled toilet facilities are available next to the junior toilets (just off the school hall). The main school reception is accessible for people who use wheelchairs and all main fire exits are accessible.

The school has carried out an Accessibility Audit, Appendix A, and the findings from this have been used to create an Action Plan, Appendix B.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced and Governors and Senior Leadership Team will work closely with the Local Authority to ensure we are providing appropriate adaptations and support where required.