Stoborough CE Primary School

Accessibility Plan

March 2025 to March 2027

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Approved by: Local Governing Body

1. Introduction

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

a) increase access to the curriculum
b) improve the physical environment of the school
c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

2. Vision and aims

Our aim is for everyone at Stoborough CE Primary School to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Stoborough CE Primary School, all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
    a) the child
    b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

Stoborough CE Primary School is a one-form entry, previously VA, primary school with 192 pupils on roll. On 1st January 2024, we became part of the multi-academy trust, Coastal Learning Partnership. Stoborough CE Primary is set in a small village, situated in the heart of the Purbecks; the school has a strong sense of community and has well-established links with the local church, schools within the MAT and those in our wider community. Our vision, rooted in Christian theology is **'We are one family: Love for ourselves, for each other and for the world'**. We care about our local and global community and share God's love and wisdom in all that we do. As members of our Stoborough School family, children become confident individuals, who develop a life-long love of learning and a passion and commitment for improving the world around them. Our pupils learn to take care of themselves and show care to each other, enabling them to flourish and make a positive difference in whatever they do.

The original school building was constructed in the late 19th Century and additions and alterations have been made over the years, with the last additions being made from 2008-2013 when the school went through major transition from a First to a Primary School. The condition of the building is poor in places and many parts are in need of repair.

The main school is a two-storey building. There is ramp access at the front entrance of the school leading to a wide corridor to the Key Stage 2 classrooms and Year 1, with a narrower corridor to Reception. Key Stage 2 classrooms have ramped access from the rear playground.

We do not currently have dedicated disabled parking bays in our school car park to the front of the school. All entrances to the school are either flat or ramped and all have wide doors fitted. The main carpark has access by a slope. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, in the KS1 area. It is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked

A copy of our floorplan is available upon request from the School Office.

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2024-25 academic year, 23% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following primary areas of need:

Our pupils have the following areas of need (recorded as Primary area of need):

32 x Cognitive Learning need – Processing, memory, Dyslexia, Moderate learning difficulty

3 x- Speech, Language, Communication need

4 - Social, emotional and
Mental Health

6 x Physical/Sensory
need

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of the school. This told us that:

- Most areas of the school are physically accessible for everyone, excluding the Reception classroom and learning garden.
- Access to and from the rear playground is on a very steep incline
- Some entrances and exits would benefit from automated door opening
- The outdoor environment is on an incline and some surfaces are uneven and potentially dangerous- particularly the front path and car park
- Some classrooms are cluttered and the furniture layout does not always optimise the accessibility of all learners

7. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- our parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body
- The diocese
- relevant specialist services

These consultations told us that:

- Not all families feel homework is accessible for their child's needs
- A marked disabled space in the car park is required
- The community would like to see further improvements to the school car park and path and to include a covered bike shelter
- They would like us to address the acoustics in the main hall.
- Pupils would like more and varied resources at play times, including a designated quiet space
- Access to the Reception learning garden and garden is a slip hazard when wet (decking)

8. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

- Further differentiated curriculum offered by with working with specialist external agencies, outreach, educational psychologist and specialist teachers.
- Further development of adaptive strategies for children with SEND beyond general strategies, such as colourful semantics
- Changing behaviour policy to a behaviour and relationships policy, using a therapeutic and relational practice ethos to support children.
- Implementing a behaviour curriculum
- Staff training on the PACE approach and supporting autistic learners

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

- Clear evacuation and lockdown procedure in place

- Replacing lighting with LED lighting

- Providing fabric blinds in classrooms to prevent glare on classroom interactive whiteboards

Access to information

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour where appropriate;
- using social stories and picture symbols to explain school expectations and pictorial timetables for pupils who benefit from this.
- offer telephone calls to explain letters home for some families who need this.
- Regular parental communication through a variety of ways depending of family circumstance and need – virtual or in person meetings, email, phone, Joint Action plans

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

SEND Code of Practice 2014
Children's and families act 2014
Equality Act 2010
Behaviour and Mental Health in schools – Autumn 2024

10. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy
- Staff development policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Stoborough Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the local authority, Coastal Learning Partnership and Salisbury Diocese in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through Health and Safety audits and SEND action plan monitoring.

This Accessibility Plan runs for 3 years and will be updated in March 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Stoborough CE Primary complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	To create a quiet space at lunchtime for pupils to eat if the sensory experience of the hall at lunchtime is overwhelming		
What actions will we take to achieve this?	Create a quiet space Increase staff supervision and rota staff Liaise with teachers to invite pupils to the provision Gain pupil feedback		
How can we tell if this is successful?	**Pupils will be happy to eat their lunch in the quiet room**		
When will this work be done?	**Spring/Summer 2025**		
Approximate cost	£2000		
Responsible person(s)	HT/DHT/SENDCo	**Date complete**	

Outcome 2			
What outcome do we want to achieve?	Development of task design across all aspects of teaching and learning so children are not having to apply working memory to a task that is not fundamentally the learning objective for that lesson. Reduce cognitive overload – minimise intrinsic load by matching differentiation of task to expertise of the learner.		
What actions will we take to achieve this?	Deliver one skill at a time Present information according to need of child – visual, hands on, limit auditory information. Consider resources using to teach. For example the use of powerpoint presentations – reduce the amount of information shared on each slide. Training opportunities – CPD adaptive strategies, dyslexia friendly audits and universal strategies for teaching		
How can we tell if this is successful?	Increased progress for disadvantaged pupils. Small steps monitored more closely using SEND systems.		
When will this work be done?	Spring 2026		
Approximate cost	£3180		
Responsible person(s)	SENDCo/ Class teachers	**Date complete**	

Outcome 3	
What outcome do we want to achieve?	To enable more pupils to access maths homework, including times tables practice

What actions will we take to achieve this?	Purchase new programme- Learning by Questions Staff training on making the most of the platform Information to parents about the platform and how to use it best at home Teachers set differentiated questions, as appropriate Teachers to monitor and analyse use and progress		
How can we tell if this is successful?	All pupils in KS2 will access and complete homework at their level Parent survey will indicate that the homework set is appropriate for their child		
When will this work be done?	**Summer term 2025- Autumn term 2025**		
Approximate cost	£1500		
Responsible person(s)	Maths Leader	**Date complete**	

Improving the physical environment

Outcome 1			
What outcome do we want to achieve?	To ensure classrooms are optimally organised to promote the participation and independence of all pupils (incl. limiting visuals on display, keeping information just to display boards)		
What actions will we take to achieve this?	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Staff to use the monitoring Performa following the Graduated Approach if unsure of underlying needs.		
How can we tell if this is successful?	Lessons start on time without the need to make UNPLANNED adjustments to accommodate the needs of individual pupils More time available for pupils to participate effectively in curriculum activities		
When will this work be done?	Summer 2025/Autumn 2025		
Approximate cost	£250		
Responsible person(s)	HT/DHT/SENDCo	**Date complete**	

Outcome 2	
What outcome do we want to achieve?	To ensure a safe and accessible car parking facility is available.
What actions will we take to achieve this?	Tarmac/resurface car park and paint on parking bays, including a designated bay for disabled users.
How can we tell if this is successful?	New Tarmac surface in car park/driveway Distinction between path for pedestrians and car park for vehicle will be clear

When will this work be done?	End of academic year 2025-26		
Approximate cost	£30,000		
Responsible person(s)	HT Operations Manager	**Date complete**	

Outcome 3			
What outcome do we want to achieve?	Replace decking in the Reception learning garden with non-slip surface		
What actions will we take to achieve this?	Remove decking Replace with non-slip surface		
How can we tell if this is successful?	There will be no need to divert parents and pupils in through the main door in wet weather The surface will be laid and well maintained		
When will this work be done?	Autumn 2025		
Approximate cost	£5000		
Responsible person(s)	HT Operations manager	**Date complete**	

Making information more accessible

Outcome 1			
What outcome do we want to achieve?	Improve Mental Health support offer for pupils and their families		
What actions will we take to achieve this?	ELSA training for a staff member Teachers liaise with SENDCo as part of graduated response to refer pupils for ELSA ELSA sessions to re-start		
How can we tell if this is successful?	Children will have access to ELSA sessions		
When will this work be done?	Autumn 2025 to Spring 2026		
Approximate cost	£3000		
Responsible person(s)	SENDCo HT	**Date complete**	

Outcome 2	
What outcome do we want to achieve?	To develop visual resources for pupils, with visual prompts being consistent across the school

What actions will we take to achieve this?	**Purchase widget tool**		
How can we tell if this is successful?	Visual aid will be used more across the school, including social stories and in-class resources Visual aids will be consistent to reduce cognitive load for pupils Staff training to get the most out of the resources and to develop a consistent approach		
When will this work be done?	**Summer 2025**		
Approximate cost	£300		
Responsible person(s)	HT SENDCo	**Date complete**	