

## OUR SCHOOL VISION STATEMENT

At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other.

We expect high standards of behaviour and encourage honesty, kindness and co-operation.

## Accessibility Plan for Stakeford Primary School January 2023-2026

### **Introduction**

The purpose of this plan is to show how Stakeford Primary School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Legal Background**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

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.

You can read more about substantial and long-term effects [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

### **Objectives**

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (If a school fails to do this they are in breach of their duties under the Equality 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 schools 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;
- 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-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.

## **Contextual Information**

Stakeford Primary School is a one form entry primary school serving the villages of Stakeford, West Sleekburn and Bomarsund. We have 165 mainstream pupils from Nursery to Year 6 and 27 full and part time staff members.

The school consists of the main building which contains all classrooms and a separate external school hall. Both buildings are single story and fully accessible.

Many pupils with quite complex medical needs are attending mainstream settings now and staff will receive training from Health professionals to carry out procedures as and when this is required.

From time to time we have children with disabilities and have developed the school building accordingly:

- The accessible toilet/hygiene room in the main building including a large changing bed.
- A further accessible toilet and separate shower facility in the new school hall.
- Ramps to the two main entrances to ensure wheel chair access.
- Internal doors have been widened to specific areas to facilitate wheelchair access.
- All doors are painted in a darker colour to ensure visually impaired children can see the openings
- We offer all policies and documentation in larger text to parents who are visually impaired should they require it.
- An allocated parking space for the parents of disabled pupils is provided.
- Access into school from the parking space is level with no obstacles.

All staff are aware of the needs of individual children and have regular training to support the needs of children in school, e.g. physiotherapist training for disabled pupils. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs.

All children in school are included, disabled children are encouraged to take a full and active part in school life, e.g. sport's day, performing in concerts, educational visits etc. support is given to children who cannot attend school for medical reasons e.g. home tuition. Afterschool clubs are available for all children.

We have policies in place and a named person to administer medicines and care. We have a strong Anti-Bullying Policy to ensure all children feel safe and included.

## **Current Disabilities (2023)**

The schools support children with a wide range of disabilities, which include:

- Moderate and specific learning difficulties including, speech and language acquisition, dyslexia and dyscalculia
- Communication difficulties
- ASD/ADHD
- Behaviour, anxiety, attachment, emotional and social difficulties
- Physical and medical conditions

Appropriate training has been provided for staff and all First Aid certificates are kept up to date. The school has a current and compliant policy for managing medical conditions in school.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. What follows is a table of action plans showing how the school will address the priorities identified in the plan.

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families and carry out our audits involving all stakeholders.

### Increasing access to the curriculum for disabled pupils

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children

Target	Strategy	Timescale and Responsibility	Success Criteria
Differentiating teaching and learning in all subject areas.	The development and use of a one page access plan which includes a range of quality first teaching strategies, approaches advised by external agencies and additional approaches to differentiating the lesson content for the identified needs within the class to be used at the planning stage for all lessons.	Headteacher and SENDCo  Developed in late 2022, the focus in 2023 will to implement and review the approach, making adjustments.	Lessons observed will demonstrate a range of access strategies moving away from the traditional view of differentiation based on ability.
Staff training to target specific conditions and disabilities in the classroom.	Staff meeting time will be set aside each week to cover common issues and strategies – revisiting old training and sharing new approaches  Specific training will be arranged for individuals and groups based on new diagnoses received by pupils.	SENDCo  Ongoing	Staff knowledge and skill base will be kept refreshed, up to date and relevant to the changing and developing needs of pupils.
To embed preventative as well as responsive strategies to help pupils with emotional and mental health challenges at all points in the school day.	To develop whole school approach to preventative strategies to support SEMH pupils.  All staff to be aware of triggers and approaches specific to individuals.	SENDCo Headteacher  Ongoing	All school staff, including non classroom based, will be competent in the use of a range of prevention strategies as well as responsive approaches including those applicable to specific pupils.

### Improving access to the physical environment of the school

It remains a priority to continue to improve the physical environment of the school to increase the opportunities disabled users and visitors may take advantage of the facilities we have, both indoors and outdoors. We have a wide range of equipment and resources available for day-to-day

use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and Responsibility	Success Criteria
To create an ASD friendly environment.	To seek advice from the ASD and Behaviour teams within the Local Authority, on developing a whole school environment that supports pupils with ASD and SEMH.	SENDCo Assistant Headteacher  Spring/Summer 2023	The school environment is organised to support learning and transition for pupils who struggle with change.  All classrooms and staff will use a common approach to display work including colours and widgets.
To create calm spaces and resources for anyone who prefers to learn in a quiet environment.	To look at developing existing spaces within school to reduce/eliminate sensory distractions and overload both during lessons and playtimes (including lunch).	SENDCo Headteacher Assistant Headteacher SEN Governor  Ongoing	Classrooms, SEN rooms, the dining hall and the playground will have areas that are calmer spaces.  Additional space will be created to address the needs of a growing number of pupils with SEMH.

### Improving the delivery of written information to disabled pupils

Our aim is to ensure that written information that is normally provided by the school to its pupils and parents is also accessible to disabled pupils/parents. Examples might include textbooks and information about school events, school correspondence, homework, online learning and display. The information takes account of pupils' and parents disabilities and pupils' and parents' preferred formats and will be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required.

Target	Strategy	Timescale and Responsibility	Success Criteria
We will aim to ensure the availability of written material in alternative formats when specifically requested or when likely to make the curriculum more accessible to a child with a learning or physical disability.	The school will continuously develop skills and awareness of the standards and services which can be used. (For example, sharing audio files, using pictograms and graphics to aid understanding) Use of coloured, neutral Coloured backgrounds and IT where appropriate.	SENDCo Headteacher Administration Officer  Ongoing	Staff will be aware of web based and physical resources and organisations that can provide information in different languages and formats, including people who can sign.
Use best practice and guidance in making printed documentation accessible to children (see Appendix 1)	Adaptations are made as appropriate.	All Staff  Ongoing	Best practice guidance is actively in use.

## **Appendix 1:**

Making printed information accessible.

Resources and guidance:

[Accessible Communication Formats \(Government guidance\)](#)

[Creating accessible documents factsheet \(Abilitynet\)](#)

[Abilities and assistive technology \(UK Association for Accessible Formats\)](#)

[The Sensory Trust information sheet on clear and large print](#)

[Am I making myself clear? \(Mencap's guidelines for accessible writing\)](#)

[Dyslexia Style Guide \(British Dyslexia Association\)](#)

[What Works? \(A database of evidence based resources for professionals from the Communication Trust\)](#)

[Custom eyes](#) Schools and individuals can join the scheme which can reprint (at RRP) large print tailor made books which include:

- picture books
- fiction
- non-fiction
- Oxford Reading Tree
- GCSE and A Level English texts and textbooks
- revision guides for Key Stages 2, 3 and 4

[Northumberland County Blind Association](#) undertake commissions to transcribe documentation to Braille.

[Easy Read UK](#) can convert documents to Easy Read format.

## **Audit tool for sensory preferences**

If the sensory responses and preferences of Neurodiverse communities are better understood it will be possible to create shared environments that more closely meet everyone's needs. There is an [online audit tool](#) hosted by the BBC.

## Appendix 2:

**Questions we ask our pupils to find out if they feel adaptations are working and to establish which objectives we need to prioritise.**

### **What helps us to learn and be happy in school? (date completed – 6.2.23)**

What is the perfect start to a day if we want you to feel good about learning?

- Music in the entrance;
- Calm activities (reading for pleasure, calming music; art; maths challenges)
- Being greeted by teachers saying 'Good Morning'.

Think about days you feel you learn best, what are they like?

- Practical learning activities;
- Clear Instructions;
- Working with no disruptions;
- Calm and Quiet.

Are there things that school has or does that help you to learn better?

- Resources for Maths
- Lots of books;
- Teacher support and more explanations when we are stuck
- Pair work and group work;
- Having breaks and time on my own;
- Homework club;
- Lots of displays to make things clear;
- Laptops and iPads for research;
- Tasks in smaller steps.

What is not so helpful in the classroom and what makes things difficult?

- Noise;
- Coming back after playtime;
- Moving around to get resources;
- Sitting with people we do not get on with;
- Not knowing what is going to happen in the day.

What could make things easier?

- Pictures to help us remember what to do;
- Having a place to go when we are angry with stress toys;
- Warm ups before each lesson;
- Teddies to snuggle;
- Reading spaces.

Are there any times of the day, or things that happen in school that are difficult to manage?

- Getting to school;
- After lunch when we are tired.
- Explaining something and not knowing how;
- Lunchtimes when we fall out;
- Lots of tasks in one lesson;
- So many lessons in one day;
- Going to interventions then not knowing what to do when you go back to the class;

