



Stoneydelph Primary School

Accessibility Plan 2024-2027

Increasing the extent to which special educational needs and/or disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips. Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training. Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving the Curriculum Access at Stoneydelph Primary School

Target	Strategy	Outcome	Timeframe	Achievement	Review Jan 2024
Training for teachers on adapting the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of SEND pupils' needs with regards to accessing the curriculum	Curriculum training Spring / Summer Terms 2019 and continual revision	Increase in access to the National Curriculum Progress for SEND pupil will improve	<ul style="list-style-type: none"> Work on adaptive teaching continues to be on-going to support teachers / TAs Review of curriculum includes consideration of SEND pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation (SH Active sports) Specific SEND enrichment sessions offered during the year	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	By end of July 2024 Use of new EVOLVE platform for all educational visits	Increase in access to all school activities for all SEND pupils Regular extra-curricular events planned specifically for SEND pupils termly	<ul style="list-style-type: none"> Range of activities for lunchtime / after-school are in place but not yet embedded in the timetable
Classrooms are optimally organised to promote the participation and independence of all pupils SEND Hub to be created for bespoke learning space.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Pupils needs are met in the classroom environment with the resources to support their learning	Ongoing during 2023-4 and 2024-25	Increase in access to the National Curriculum Progress for	<ul style="list-style-type: none"> Discussions had with class teachers regularly re optimum layout / organisation to support pupil organisation, access and independence Work with CAT to remodel classroom spaces Bid in place with Staff LEA for expansion of SEND Hub

Training for Awareness Raising of SEN and Disability Issues	Continually update and refresh training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access Staff to receive the most up to date information	Spring 2024 until Spring 2025	Society will benefit by a more inclusive school and social environment	<ul style="list-style-type: none"> • Deaf awareness training • ADHD training • ASD training • VI training • Diabetes • Asthma
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Improving the availability of accessible information to disabled pupils

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as hand-outs, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels). This might include alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language. The information should take account of pupils’ disabilities and views expressed by pupils or their parents about their preferred means of communication. The school should consider how all information normally provided in a written format including work sheets, timetables, school examination papers, newsletters, information about school events, trips and extracurricular provision could be made accessible to all those with a disability.

Improving the Delivery of Written Information

Target	Strategy	Outcome	Timeframe	Achievement	Review Jan 2024
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats. Use of electronic formats where possible Use of IT to support written materials	The school will be able to provide written information in different formats when required for individual purposes e.g.: coloured paper / coloured overlays / IWB use of colour clocks and contrast text, translatable documents via Class Dojo	On-going	Delivery of information to disabled pupils and parents improved	All these strategies are currently being used. Coloured books and overlays used with pupils that require them – checks made to identify effective colours for individuals. Dyslexia friendly strategies used in all classrooms – background colour and mix of contrast colours for writing on IWB. Coloured clocks in classrooms. Learning prompts on displays and on tables for pupil access. Class Dojo for information sharing

Make available school newsletters and other information for parents in alternative formats (Class Dojo allows for translation to many languages)	Review all current school publications and promote the availability in different formats for those that require it, e.g.: direct e mail service for letters, range of information available on the school website, use of electronic materials such as SWAY	All school information available for all Parents are up to date and well informed Class Dojo notifications can be translated Online information also sent via paper on request	SWAY online newsletter School communication online Translations into different languages by using Class Dojo	Delivery of school information to parents and the local community improved	Email and texting used. Paper copies sent out when requested and available for access. New website format enabled through telephone internet access PDF versions of letters/forms on Class Dojo
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Spring term 2024 onwards	Delivery of school information to pupils & parents with visual difficulties improved.	Enlarged print / coloured paper used as required.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Organisation and use of computer based diary system - include availability of appropriate information for lunchtime supervisors	All school information available for all	In place and ongoing	School is more effective in meeting the needs of pupils and staff.	Computerised diary system Weekly Bulletin Communication whiteboard in staff room All staff have e-mail access Lunchtime Supervisor briefings / training and weekly bulletin

Improving the physical environment of schools

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education. The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture. Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics

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and way-finding systems. The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms.

Physical aids to access education cover ICT equipment, desks, chairs, writing equipment, science equipment and the like. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

Improving the Physical Access

Item	Activity	Timescale	Review
Accessible car parking	Bays to be re marked and signed		Completed
New signage around the site. New entrance internal and external doors (wider) at main office (main entrance to school)	Pedestrian and information to visitors is clear - access improved		Completed Jan 2023
Staircases / external steps	Colour-contrasted handrails to both sides of staircases / external steps between buildings Repaint edge of step markings	Summer holiday repainted	Completed July 2023
Staircase between KS1 and KS2 site to be resurfaced	Schools conditioning grant priority Awaiting estates team dates for completion	Academic Year 20-23-4	
Accessible toilet	New toilet in Y3/4 phase	Initially completed Autumn Term 2016 but due for remodeling Summer 2024	Completed Accessible toilet available in KS2 building to be remodeled in the new organization of Y3/4 phase