

## St Anne Stanley CE Primary School Accessibility Plan 2020– 2023

### Improving the Physical Access at St Anne Stanley CE Primary School

An Access Audit was carried out on 6.5.20 – Target 1 was identified as an area of priority.

Target	Priority	Strategy	Intended Outcome	Responsibility	Short term	Med term	Long term	Cost	Achievement/ Progress
1.	Access to disability toilet is easy to obtain.	Corridors should be kept free from obstruction especially near disabled toilet.  Pursue opportunity for redesign of front entrance to provide a wider corridor access suitable for the use of wheelchairs.	Access to toilets is maximised for children/adults with physical disability. Wheelchair access is sufficiently adequate.  New layout within the Reception area is easier to manoeuvre for wheelchair users.	JF,G W JS	<b>X</b>		<b>X</b>		<b>Completed</b> Autumn term. All obstructions removed. <b>Continue to review.</b>
2.	Adapt further areas of the school to ensure that further quiet/sensory areas are available.	Liaise with SENCO, and caretakers to identify and adapt areas to ensure suitability for purpose.	Pupils suffering from sensory overload have a safe/quiet space	JF,G W JS, ES			<b>x</b>		
3.	Awareness of the access needs of disabled children and adults.	*Ensure school staff & governors are aware of access issued ('access'	*SEND Objectives are in place for disabled pupils and	ES		<b>X</b>			

		<p>meaning 'access to' and 'access from')</p> <p>*Individual risk assessments/access plans arranged for disabled children.</p> <p>*Annual reminder to parents and carers through letters/newsletters to let us know if they have problems with access to areas of school.</p> <p>*Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired.</p>	<p>all staff are aware of pupils' needs.</p> <p>*All staff and governors are confident that their needs are met.</p> <p>*Parents have access to school premises.</p> <p>*PEEPS are prepared and reviewed as individual needs change.</p>		X					
4.	Accessible car parking	<p>Disabled members of staff and visitors have a place to park in the school playground if required. – The gate can be opened to allow people with mobility issues access to the building. A ramp is already in place for wheelchair access.</p>	<p>A parking space is available for disabled staff/visitors throughout the school day if required.</p>	JF,AD DC,BS	X					Ongoing

## St Anne Stanley CE Primary School Accessibility Plan 2020 – 2023

### Improving the Curriculum Access at St Anne Stanley CE Primary School

Target	Strategy	Outcome	Responsibility	Short term	Med term	Long term	Achievement/Progress
Audit of needs of current pupils.	Staff training to suit those needs.	Teachers are aware of relevant current issues. Report back at pupil progress meetings.	SLT			X	
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	All pupils are able to access all school trips and take part in a range of activities.	SLT	X			
Diabetes/asthma/stoma training	Training by specialist nurses arranged regularly – especially at the start of the new year.	Individual pupils supported. Raised confidence of staff involved.	SENCo	X			<b>Completed.</b> Arranged annually unless any changes. Training is up to date.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE Curriculum to include disability sports.	All pupils have access to PE and are able to excel, for example via support from an adult.	PE LEAD	X			.

Provide a basket of sensory materials for each classroom.	Purchase a wide range of sensory materials to support children within the classroom environment.	Emotional/educational needs of individual children supported.	SENCo	X	X		
To ensure that pupils identified as having dyslexia/dyspraxia/ASD/ADHD/SPD have access to a suitably differentiated curriculum.	Senco /previous class teachers to liaise with staff to ensure that individual needs are met. Differentiated tasks, buff paper, writing grips/slopes, putty, chair cushions, rest breaks – built into individual timetables.	Pupils with SEND will have full access to the curriculum, achieve success and their strengths will be recognised.	SENCo	X			During initial transition/progress meetings – needs of all pupils were prioritised and put in place.
Children with difficulties with presenting information are given opportunities to present their work using ICT.	Identify individual needs in school. Purchase of additional laptops.	Children are given alternative methods of presenting their work. Children's typing speed improves which will have an impact on the amount of work they are able to produce.	SENCo		X		
To ensure the use of PIVATS to assess pupils who are not meeting year group expectations.	Continue to train staff as necessary. Moderation of PIVAT scores. Link Pupil Profile targets to PIVATS.	All children will be included in the assessment process and will have measurable achievable targets.					
Ensure children who are learning from home are fully supported.	Provide digital devices/wifi (data)/books, stationery, work packs (if required).	Children are able to access the full curriculum during periods of isolation,	JS/LL	X			Parental questionnaires completed, loan agreements provided and devices issues to all

	Parental questionnaires, letters, phone calls to enable parental support for children at home.	lockdown (due to Covid 19)					children who require these. Support for parents and children has been provided through class teacher, ICT technicians, SLT members.
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## St Anne Stanley CE Primary School Accessibility Plan 2020 – 2023

### Improving the Delivery of Written Information at St Anne Stanley CE Primary School

Target	Strategy	Outcome	Responsibility	Short term	Med term	Long term	Achievement/Progress
Review signage around school	Audit signage around school to ensure accessibility to all.		JS	X			
Ensure that children and parents with EAL are fully supported.	Use of Google translate during lessons. Immediate support and advice via EMTAS when a child is new to school. Translator button on school website/Letters, reports translated. Use of Interpreter when required to support children, parents and staff.	Written and spoken information is not a barrier to EAL children or their families. Pupils and families with EAL are fully supported and have access to all information.		X			Website has translate button on. Google translate used in classrooms. Classrooms are equipped to support children with EAL. EMTAS used to support with teaching and learning. List of suitable translators available in school. Budget available to support children with EAL.