

Learning without Limits



Accessibility Plan

Ratified by	Full Governing Body
Date	12 th July 2022
Review Date	11 th Jun 2025

Stockbridge Village Primary School has high expectations for all pupils and a commitment to all pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

All entrances to the school are at ground levels in order to negate the need for ramps, and there are disabled toilet facilities available and accessible. The interior of the building is fully accessible. Pathways of travel around the school site and parking arrangements are safe. There are designated spaces at the front of the building and in the school car park at the back of the building.

School gates are closed during the school day to prevent vehicles entering the site.

All play areas are fenced off from the car park by locked gates. Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and visual, with the assembly point on the playground and evacuation chairs are based upstairs each end of the building in the stairwells.

Space for quiet work and small group work has improved in recent years with the addition of small group rooms and therapeutic rooms.

Furniture and equipment are selected as standard, age related as appropriate.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and assemblies.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and learning coaches attend SEN courses as appropriate to support specific needs. Teachers work closely with learning coaches to address pupils' PP targets and liaise with specialist and support services therefore our school ethos is one of 'learning without limit's.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans, scaffolding and the adoption of a variety of teaching styles and strategies through Quality First Teaching.

Access to information within the classroom is enabled through the use of visual timetables, visual labelling of equipment and resources, anchor charts and knowledge organisers.

Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them. Children with visual difficulties or dyslexia use overlays where appropriate.

We work in close consultation with EAL Service in order to ensure that children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum.

At Stockbridge Village Primary School we offer a wider range of extra curricular opportunities and clubs. We actively promote these to our SEND children and encourage them to participate.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs.

Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.

Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips.

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and Personal Provision Plan (PPP) reviews, we are confident that our school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

The Access Plan, whilst remaining a separate plan, will be embedded within the School Development Plan.

According to the recommendation of Disability Rights Commission font size should be no less than 14 point.