Star Primary School

Nurturing & growing together

Accessibility Action Plan
2022 - 2023

Article 9 – Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided.

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	■	
Are your classrooms optimally organised for disabled pupils?	■	
Do lessons provide opportunities for all pupils to achieve?	■	
Are lessons responsive to pupil diversity?	■	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	■	
Are all pupils encouraged to take part in music, drama and physical activities?	■	
Do staff recognise and allow for the mental effort expended by some disable pupils, for example using lip reading?	■	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	■	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	■	
Do you provide access to computer technology appropriate for students with disabilities?	■	

Question	Yes	No
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	(green)	
Are there high expectations of all pupils?	(green)	
Do staff seek to remove all barriers to learning and participation?	(green)	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	(green)	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		(red)
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	(green)	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	(green)	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	NA	(green)
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		(green)
Are areas to which pupils should have access well lit?	(green)	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	(green)	

Is furniture and equipment selected, adjusted and located appropriately?	🟩	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	🟩	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	🟩	
Do you have the facilities such as ICT to produce written information in different formats?	🟩	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	🟩	

🟥	School building on three floors with stairways. Suitable accommodations and accessibility made available for students who are able to climb stairs with adult support and use of handrail. Ramp available for pupil's to access toilets facilities.

Aims

We are an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act.

The purpose of this plan is to show how Star Primary School intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures. Our accessibility plans are designed to:

★ Increase the extent to which disabled pupils can participate in the curriculum
★ Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
★ Improve the availability of accessible information to disabled pupils
★ Ensure disabled children or families are not at substantial disadvantage

With these aims in mind we are committed to staff training to enable them to be effective in the education of all pupils with disabilities; we are also equally committed to prioritising resources to enable all pupils to access the curriculum.

Baseline Audit

Curriculum:

★ Information obtained on future pupils to facilitate advanced planning gathered by ensuring that a home visit is carried out to all future pupils as well as gathering information from previous placements – includes pupils entering the Foundation stage in Nursery or Reception.

★ Well established procedures for the identification and support of pupils with Special Educational Needs.

★ Detailed pupil information on SEN pupils given to relevant staff

★ All SEN pupils have their own personalised learning plan and one page with pupils and parents involved in target setting

★ Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCO and Head teacher.

★ Close working relationships with external agencies established |(e.g. EP, CAMHS, CNDS, LCIS, CAMHS, CFCS etc.)

★ Speech and Language groups run by trained staff and buy in Speech and language therapists

★ Gross Motor groups for coordination development.

★ SEND Friendly Classrooms with visual timetables

★ Widget Symbols across the school and Makaton signed environment

★ Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources

★ Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of scribe, large print papers if necessary).

★ Differentiated curriculum to enable all pupils to feel secure and make progress.

★ Learning Support Assistants and Teaching Assistants deployed to implement specific booster interventions, Life Skills and speech & language programmes.

★ Risk assessments are carried out for all school trips.

★ Individual risk assessments are put in place for pupils with a high level of need.

★ Toilet training.

★ Smaller table in the lunch hall or quieter space for children with additional needs around food

Physical Environment:

★ Each playground is accessible for wheelchairs
★ Ramps allow access to the disabled toilet facility
★ Disabled toilet with shower room and provision for nappy changing.
★ Good lighting to support visual impairment
★ The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

Other facilities / provision, including access to information :

★ 'Can do' ethos and positive approach.
★ Open door policy
★ Health care plans
★ Many staff are Epipen / Asthma trained. Key Staff are also trained in Tracheostomy, PEG and Epilepsy.
★ Teaching staff experienced and trained to support children with ASD
★ All staff trained on personalised learning
★ Staff training led by SENCo, includes training for trainee teachers and support staff
★ Onsite School counselling with access for students to make self referrals.
★ Letters available at request in large print.
★ SEN Parents coffee mornings termly

Provision of information to pupils with a disability:

★ This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.
★ The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
★ Parents of children with Education Health and Care Plans/Special Educational Need due to attend Star are invited to an admission meeting to discuss their child's particular needs prior to the pupil starting with us.
★ It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for.

Targets and outcomes

During the academic years 2021-24 we intend to:

Strand 1

Further ensure access for disabled pupils to the curriculum

- Ensure the new curriculums are fully accessible to all learners
- Improve differentiation in the classroom Providing information/access to resources for new staff re inclusive practice in classroom organisation, teaching and learning strategies
- Continuing to support communication friendly classrooms
- Investment in TA training cycle to continue to raise the awareness of SEN/Disabilities
- Scrutinising progress and attainment data for pupils with SEN and Disabilities and addressing any barriers in a timely manner.
- Analysing extra-curricular provision to ensure participation for children with SEND.
- Ensuring that all staff are provided with training on disability issues.
- Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.
- Improve SEN Pupil Voice
- To improve explicit tracking of SEN achievement and feeding back to teachers

Strand 2

Improving access to the physical environment

- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

Strand 3

Improving the delivery of written information to disabled pupils

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats
- The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through a yearly monitoring and evaluation process.

Monitoring and Evaluation

Analysis of progress and attainment data – sent to governors annually

Feedback from parents and health professionals regarding specific children SIP and self-evaluation scrutiny

Review progress annually

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM.
STRAND 1	RAG RATED TO SHOW PROGRESS

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs	Ensure regular TA training cycle continues to raise the awareness (half-termly)	SLT , AHT, SENDCo	All support staff will feel confident in their knowledge of SEN/disabilities and will feel able offer different types of support strategies	Ongoing 2021- 2024 due to staffing changes as well as new identified and varying needs.
	TA audit of awareness and ideas to support	AHT + SENDCo	Support staff knowledge will improve as evidenced by the audit follow up	Ongoing every term during lesson walks and observations as well as audits of targeted interventions.
	To include in SEND area on a shared network (GDrive) a range of strategies to support pupils with a variety of needs e.g. dyslexia,	SLT + SENDCo		

	ADHD, speech and language difficulties, etc.			
	To ensure all LSAs access appropriate training on ASD support from external agencies as necessary	SLT	Evidence of training collected	Ongoing due to staffing changes and updated training.
	To further improve teaching and learning adaptations in the classroom so that the needs of all students are fully met	SLT	Continue to develop whole school training to promote differentiation . Focus on differentiation for lesson observations and learning walks Focus on the use of classroom additional adults	Ongoing and completed every Term as part of Learning walks and Book Monitoring cycles and SEND review meetings.
<mark>To improve explicit tracking of SEN achievement and feeding back to teachers</mark>	To ensure children with a EHCP or working below Y1 NC are monitored and tracked on Primary Steps/ PKS standard on Connecting Steps V5. Pupils with a diagnosis of Autism or on the ASD pathway are tracked and monitored using the new ''Autism Progress' tracker on	SLT + SENDCo	Connecting Steps V5 tracker established and training and logins provided for easy access for teachers. Class provision maps updated half-termly and scrutinised by SENCO and SLT	Ongoing- Termly.

	Connecting Steps V5. To analyse class provision maps half termly to ensure SEN children are getting the extra support they need			
To review patterns of participation in after school clubs for children with SEND	Analysing extended school provision to ensure participation for children with SEND in Rainbow club, after school clubs and Tutoring.	AHT, SENDCO and member of staff responsible for extra-curricular provision	Report shows that children with SEN are well-represented in after school provision	Termly
To ensure we hear the pupil voice of those children with SEN/disabilities	To include all pupils with SEN in the termly review of their Learning Plans and well as in their EHCP Annual Reviews to share their views. To use 'Coreboards' and 'talking mats' to enable all pupils to participate	AHT and SENDCo	Pupils with disabilities feel that they are being heard and have a say in their support and provision. Reviewed on a termly basis with pupils, families and relevant staff.	Termly

	For all pupils with SEND to have a transition booklet when they move to a new class and weekly transition support in the Summer Term.			

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
STRAND 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Walkways around the school are kept clear of hazards and the site will clearly signpost visitors and parents to where they need to be.	Premises staff and SLT	For all pupils and staff to be able to move around outside the building easily and safely	Spring 2023 and ongoing
	Headteacher (SLT) and governors along with premises staff to walk around the school site to see how it would look like to a visitor / new parent arriving on site.	SLT and governors and premises staff	Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	Spring 2023 and ongoing

	Look at improving signage on different rooms, offices and toilets, Zones of Regulation and including arrows to show direction or other visual pictorial aides.)			

ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS
STRAND 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through your monitoring and evaluation process.	SEN Governor and SENCO (Asst Head Inclusion) will update this audit of accessibility annually	AHT, SENDCo	Accessibility plan is regularly reviewed and updated	Autumn 2023

By the order of Star Governing body:

(Signed)_____Dated _____(Head Teacher)

(Signed)_____Dated _____ (SEND Link Governor)