



Stanton Bridge Primary School

Accessibility Plan - 2021-2024

**Aims:**

- Fully implement the Equal Opportunities policy across all aspects of school practice.
- Ensure access to the curriculum for all.
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Aim	Current good practice	Objectives	Actions	Who?	When?	Success Criteria
Ensure access for pupils with a physical disability	<ul style="list-style-type: none"> <li>• Lower coat pegs</li> <li>• Toilets adapted with step and seat</li> <li>• Classroom layout adapted to allow space for equipment and independent movement.</li> <li>• Dining room organised to allow chair at the end of the tables.</li> </ul>	To ensure all areas of the school are fully accessible to pupils with a physical disability	<ul style="list-style-type: none"> <li>• Occupational health assessment of lift and toileting facilities</li> <li>• Classrooms to be made as accessible as possible</li> <li>• Create plan for adult to accompany to changing/toileting facilities.</li> </ul>	HT, Business manager, SLT, H&S team	Sept 17  Re-consider should a pupil with specific disabilities be admitted to school.	<ul style="list-style-type: none"> <li>• Children able to access the environment</li> <li>• To manage hygiene needs</li> <li>• To have full access to the school community</li> </ul>
Increase access for pupils with ASD	<ul style="list-style-type: none"> <li>• ASD training to all staff by CIASS teachers.</li> <li>• Rules and expectations clearly displayed around school.</li> <li>• Appropriate resources used in all classes and lessons around school</li> <li>• Strategies and resources in place to support individual children eg, ear defenders, work spaces</li> <li>• All classes have visual timetables</li> <li>• Behaviour rules and reflection to develop theory of mind.</li> <li>• All children are prepared for trips and changes to timetable</li> <li>• Class calendars prepare children for changes to routine.</li> <li>• Social skills group</li> <li>• External specialist and Ed psych</li> </ul>	To ensure full access to the curriculum and wider school life	<ul style="list-style-type: none"> <li>• Training for new members of staff.</li> <li>• Train mentor staff to develop knowledge and skills to best support children.</li> <li>• Ensure access to after school clubs</li> </ul>	HT, Business manager, SLT, Mentors, SENCO	Reviewed Sept, Jan and July of each academic year	<ul style="list-style-type: none"> <li>• All children manage anxieties independently</li> <li>• Full access to learning in their mainstream class</li> <li>• Full access to school community and wider school events.</li> </ul>

<p>Increase access for pupils with social, emotional and mental health needs</p>	<ul style="list-style-type: none"> <li>• Learning mentors trained to recognise and support emotional and mental health issues.</li> <li>• Nurture provision where appropriate</li> <li>• Growth mindset ethos across school.</li> <li>• Whole staff training in recognising and supporting mental health.</li> <li>• Integrated primary health support</li> <li>• PSHCE curriculum that embeds positive mental health development.</li> </ul>	<p>To ensure full access to the curriculum and wider school life.</p>	<ul style="list-style-type: none"> <li>• Further develop staff knowledge and skills in supporting mental health in the classroom.</li> <li>• Support parents with own mental health/ understand mental health of children through thrive action plans and parenting groups.</li> <li>• Early identification and intervention to be put in place</li> </ul>	<p>HT, Business manager, SLT, learning mentors, SENCO</p>	<p>Reviewed July and Jan each academic year</p>	<ul style="list-style-type: none"> <li>• All children manage anxieties independently</li> <li>• Full access to learning in their mainstream class</li> <li>• Full access to school community and wider school events</li> </ul>
<p>Ensure equal opportunities for all- challenging negative stereotypes</p>	<ul style="list-style-type: none"> <li>• PSHCE curriculum that promotes equality and broadens understanding of diversity.</li> <li>• Children develop empathy for others.</li> <li>• School ethos where all staff challenge negative language.</li> <li>• RE curriculum increases understanding of range of beliefs and cultures</li> <li>• Positive role models in school</li> <li>• Assembly plan covers range of spiritual, cultural, social and moral learning.</li> <li>• Whole staff cpd on safeguarding gives staff the confidence to challenge children and parents.</li> </ul>	<p>To ensure all children and families are respected and welcomed in school and the community.</p>	<p>To have a wider range of role model visitors to reflect the diversity of the community.</p> <ul style="list-style-type: none"> <li>• Audit resources to ensure they reflect different communities, beliefs, family make up.</li> <li>• Audit plans and resources challenge stereotypical role models.</li> </ul>			<ul style="list-style-type: none"> <li>• Equal opportunities policy is reflected in practice.</li> <li>• All children and families feel valued and respected in school. (parental feedback)</li> <li>• Children do not use homophobic or racist language towards each other.</li> </ul>