



Stephenson Memorial Primary

Accessibility Plan

Date of Plan: January 2024

Review: January 2027

Introduction - School Duties Around Accessibility for Disabled Pupils

The SEN and Disability Act 2010 extended the Disability Discrimination Act 1995 (DDA) to cover education. Stephenson Memorial Primary School has three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to ensure access to education for disabled pupils.

This plan sets out the proposals of the Governing Body at Stephenson Memorial Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. The Accessibility Plan will contain relevant and timely actions to:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. This plan has been written by the Inclusion Manager in consultation with staff, governors and other stakeholders. The plan will be reviewed annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

The definition includes people with: Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, Mental Health Issues, Incontinence, ADHD, Autistic Spectrum Disorder, Downs Syndrome, Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy and Sickle Cell Anaemia.

Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

Our Vision and Values

At Stephenson Memorial Primary School we are committed to providing opportunities for all children so that they are able to fulfil their potential. We do this by taking account of pupils' varied life experiences and needs. We provide a rigorous, engaging and authentic curriculum that ensures all pupils have the opportunity to do their best. We encourage resilience, collaboration, curiosity and self-worth, providing everyone with the skills they need to fulfil their dreams. Our school aims to be an inclusive school. We actively seek to

remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality for our children:

- gender;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- children who are vulnerable;

Involvement of All

Stephenson Memorial is committed to equal opportunities and inclusion. This strategy should be considered alongside our Single Equalities and Diversity Policy & our Special Educational Needs Policy.

The SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and SEND.

Working with the LA and Education Psychology Service, the Inclusion Lead manages the EHCP process, ensuring additional resources are available where appropriate.

The Inclusion team provides pastoral support for pupils and families. The team also supports teachers in implementing strategies for improving pupils' access to learning.

Stephenson Memorial works closely with specialist services that include:

- Occupational Therapists
- Physiotherapists
- Educational Psychology
- SALT & the Language and Communication Team (Speech and Language Specialists)
- Hearing Impaired Children's Service
- Visual Impairment Advisory and Support Service
- Portage and the Early Years Inclusion Service
- North Tyneside Council - Specialist Support Services
- HIVE

Accessibility Action Plan - September 2022-23

1. Access to the curriculum

Target	Actions	Success Criteria	Lead Person	Review Date
Staff to feel confident in meeting the curriculum needs of all learners.	Professional growth cycle used to identify staff training needs. Curriculum staff meetings Specific training arranged to meet	Raised confidence in strategies for differentiation and increased pupil participation.	Inclusion Lead Deputy Headteacher- T & L Lead	Ongoing & as required. Reviewed every 3 years

	needs of individuals			
All staff to access training on specific disability issues.	Half termly sharing good practice meetings for TAs. Intervention Learning walks to identify need. Training sessions delivered from external agencies.	All staff confident in identifying learning needs and steps needed to take to meet them. Interventions are matched to pupils needs.	Inclusion Lead	
SEND Support Plans to clearly identify how needs of the learner are being met.	SENCO attends LA training opportunities. Training delivered by SENCO. Support Plans monitored by SENDCo, updated termly	Ch.s support plans will actively reflect their needs and reviews will clearly identify next steps and progress made.	Inclusion Lead	
Educational Visits to be accessible for all	Use LA Guidance to carry out detailed risk assessments and seek advice from venues in planning stages.	All pupils with disabilities able to access trips.	Deputy Headteacher- Educational Visits Lead	
Governors will be able to hold staff accountable.	SEND governor will meet regularly with Inclusion lead.	Governor report.	Inclusion Lead	

2. Improving the Physical Environment

Stephenson Memorial Primary School is housed in a purpose built school building. It provides wheelchair access to the main entrance, all Key Stage / Year group entrances, internal doors set at width to accommodate wheelchairs.

Accessible toilets are available in the Early Years Centre, School Office and KS2. A purpose built medical room with adjustable table is also available for any young person

who requires access to this. A purpose built toilet has also been fitted in the KS1 boys toilets in order to accommodate a wheel chair.

Personal Evacuation Plans are created for all children who need support with mobility in the event of a fire. These plans are held by the Fire Warden and shared with relevant staff.

3. Delivery of Information

Staff are aware of the services available through the LA for converting written information into alternative formats.

This plan is available on the school website and a paper copy can be obtained from the school office.

For further information contact Stephanie Pawlett - Deputy Headteacher & Inclusion Lead