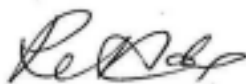
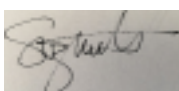


Stickland's CEVA Primary School

Aspire, Believe, Belong and Achieve. Let Your Light Shine Matthew 5:16

Stickland's CEVA Primary School

Accessibility Plan

Adopted date:	March 2025
Signature of Headteacher:	
Signature of Governing body:	
Next review date	March 2028

March 2025 to March 2028

1. Introduction

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum
- b) improve the physical environment of the school

- c) make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

2. Vision and aims

Our aim is for everyone at Stickland's to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
 - be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

3. Objectives

At Stickland's all staff and governors will be aware of, and working in line with:

- this Accessibility Plan
- the wider disability provisions set out in the Equality Act
- the United Nations Conventions on the rights of:
 - a) the child
 - b) persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

- adopting a 'can do' attitude
- having a flexible approach to teaching
- modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

4. School context

Stickland's is a small village primary school with predominantly mixed age classes and generally between 80 and 100 pupils on roll. We have a wide-ranging

catchment

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area although also have approximately 10-20% of pupils choosing to come from out of catchment. The original building dates back to approximately 1874, although has had a several extensions and also a new 'Discovery Centre' building in 2005. A copy of our floorplan is available upon request from the School Office.

5. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2024 academic year, approximately 20% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Physical including sensory
Social, Emotional and Mental Health
Cognition and Learning
Communication and Interaction

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Stickland's. This told us that:

- Since the last audit, we have increased access to the curriculum
- Since the last audit, the physical environment of the school is more accessible
- Since the last audit, we have made information more accessible.

7. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SENCO and SEND support staff
- other staff at the school, including the leadership team
- our SEND Governor and wider governing body

- relevant specialist services

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These consultations told us that:

We are thoughtful about the adaptations we put in place.

Staff are well trained.

Disability is represented well in the school.

Children and parents are very satisfied with the Stickland's

offer **8**. Previous actions

Access to the curriculum

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

Ensuring all staff have been trained on how to create and use adaptive planning/materials/resources.

Ensuring all staff have been trained how to adapt teaching styles/strategies according to need.

Ensuring all staff have moving and handling of children training. Purchasing and regularly using Wigdit symbol maker.

Purchasing and providing specific equipment for individual children for use across the curriculum and subject specific resources.

Employing additional adults.

Updating SEND documents so that they include 'in-class support' as well as interventions.

Engaged with external agencies for support and best practice. CPD – intervention and approaches training.

The physical environment

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

Putting in a ramp with handrails at the back of the school so that children in wheelchairs/ with mobility issues can access the classrooms at the rear and safely access forest school.

Created a private personal care/physio room.

Creating a sensory/nurture area.

Ensuring all staff have moving and handling of children training. Widening of a Key stage one toilet so that it is wheelchair

accessible. Purchasing and providing specific equipment for

individual children. Employing additional adults.
Engaged with external agencies for support and best

practice. Access to information

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During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

Purchasing and regularly using Wigdit symbol maker
Purchasing and use of text to speech resources.
Investigating and utilising AI
Accessibility statement for website.
Employing additional adults.
CPD – scaffolding/streamlining/summarising
Ensuring website is accessible

9. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy. Additionally, the following sources of advice and information have been used:

OT
Physio
VSS
HSS
Mobility and rehabilitation services

10. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and SEN information report
- Supporting pupils at school with medical conditions policy
- Equality information and equality objectives

It can also be read alongside the following school documents:

- Child protection policy
- Curriculum policy

- Staff development policy
- Health and safety policy (including off-site safety)
- Behaviour policy
- School development plan

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Stickland’s pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

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We will work in partnership with the Local Authority and/or Diocesan Board in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored as part of a termly Health and Safety Audit.

This Accessibility Plan runs for 3 years and will be updated in 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Stickland’s complaints procedure covers the Accessibility Plan. **Accessibility Action Plan**

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Increasing access to the curriculum

Outcome 1	
What outcome do we want to achieve?	Increase/improve retrieval skills for children with SEND
What actions will we take to achieve this?	Ensure targeted retrieval questions are planned for SEND children Ensure sticky knowledge sheets are adapted to meet the needs of individual children Subject leads to support as needed
How can we tell if this is	Classroom drop ins Pupil interviews

successful?	
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When will this work be done?	2 year rolling programme to be adapted by Easter 2027
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Approximate cost Up to £500 Supply costs to cover Teacher release time if needed

Responsible person(s) /Subject leads
Headteacher/SEN Date complete
CO

Outcome 2	
What outcome do we want to achieve?	Ensure ICT/technology is used effectively to give access to more resources, enhance learning experiences and enable/encourage independence
What actions will we take to achieve this?	SENCO to investigate technology available Provide staff training Liaise with ECT and Collaboration to investigate best practice

How can we tell if this is successful? technology – Classroom observation/IEP/one page profile. Pupil interviews – SEND children will, when asked, be able to explain how this helps them.

When will this work be done? Summer 2027
Children with additional needs will have access to a range of appropriate

Approximate cost £1500 – depending on needs of individual children

Responsible person(s) /coordinator Date complete
Headteacher/ICT

Outcome 1

What outcome do we want to achieve?	For all Physically disabled children to safely access the Discovery Centre at all times of the year – despite adverse weather.
What actions will we take to achieve this?	Install a covered walkway between the school and the DC.
How can we tell if this is successful?	The existence of a covered walkway between the school and the DC.
When will this work be done?	By 2027 – depending on Diocesan funding
Approximate cost	Approx £40,00 – this is a rough estimate.

Responsible person(s) Headteacher Date complete

Outcome 2			
What outcome do we want to achieve?	To ensure visually impaired can safely navigate around the school site.		
What actions will we take to achieve this?	Demarcate specific edges with tape/yellow spray		
How can we tell if this is successful?	Visually impaired children will navigate independently and safely around the school site.		
When will this work be done?	Summer 2025		
Approximate cost	£50 – tape/spray		
Responsible person(s)	Headteacher	Date complete	

Making information more accessible

Outcome 1	
What outcome do we want to achieve?	Information for children (including classroom resources) to be accessed by all children

What actions will we take to achieve this?	Investigate AI opportunities for simplifying and scaffolding SENCO to investigate technology available Provide staff training Liaise with ECT and Collaboration to investigate best practice
How can we tell if this is successful?	Children with additional needs will have access to adapted resources/information including a range of appropriate

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	technology as appropriate – Classroom observation/IEP/one page profile. Pupil interviews – SEND children will, when asked, be able to explain how this helps them.		
When will this work be done?	Summer 2027		
Approximate cost	£1500 – depending on needs of individual children		
Responsible person(s)	Headteacher, SENDCO, Subject Leads	Date complete	

Outcome 2	
What outcome do we want to achieve?	Information for parents/carers to be accessed and understood by all adults
What actions will we take to achieve this?	Parent questionnaire to fully understand how parents feel about current communication
How can we tell if this is successful?	Increased scores on parent questionnaires
When will this work be done?	Summer 2026
Approximate cost	Potentially release time - £250

Responsible	Head teacher,	Date complete	
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person(s)	Business manager		
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Outcome 3	
What outcome do we want to achieve?	Information for parents/carers to be accessed and understood by all adults
What actions will we take to achieve this?	Add a question to current parent questionnaire about current communication methods to fully understand how parents feel about current communication
How can we tell if this is successful?	Increased scores on parent questionnaires
When will this work be done?	Summer 2026
Approximate cost	Depending on outcomes of questionnaire.

Responsible

Head teacher,

Date complete

person(s)

Business manager

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Outcome 3	
What outcome do we want to achieve?	Information around school to be understood by all learners.
What actions will we take to achieve this?	Ensure key signage is symbolised -

How can we tell if this is successful?	When asked, all learners can 'read' signs and other information around school.
When will this	Summer 2026

work be done?			
Approximate cost	£50 – printing and laminating costs.		
Responsible person(s)	Head teacher,	Date complete	