



Stower Provost Community School

Accessibility Plan

Ownership	DCC / AB
Created	09/11/24
Approved by Governors	
Updated	
To be reviewed	Nov 2027

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 Stower Provost Community School 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 Stower Provost Community School, 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

Stower Provost Community School is a small rural village school with currently 90 pupils. The school buildings are mixed, with an old school house that has been extended over the years to incorporate 5 classrooms, staff room, library, smaller rooms (currently used as SEN room, intervention room, headteachers office and school office). The school has large open grounds extending over an acre, which includes small Forest School area, playing field and hard play area.

At Stower Provost Primary School, we value the benefits of working together in a small, caring community where learning is at the heart of all we do.

Everyone is challenged and encouraged to thrive and achieve as an individual, preparing them to be confident and active citizens in modern Britain.

Our vision is to create a school community where the uniqueness of every child is valued. We strive to instil in the children a lifelong love of learning and ambition for their future where they are proud of their achievements.

Stower Provost Strategic Goals 2023 – 2025

- A curriculum that engages, excites and encourages a love of learning; ensuring all children have the provision they need to be successful
- A safe, nurturing environment that allows pupils and staff to develop and work in a supportive and collaborative environment
- Every child's Stower Provost journey will provide a platform to build self-esteem, independence, confidence and the skills to succeed in life
- Robust leadership throughout the school
- Strong effective governance – a reflective governing body that provides support and challenge to drive improvement
- Strong engagement between school, parents and the wider community – growing talent, heightening cost effectiveness and optimising educational outcomes for all

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, 7% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- **Cognition and learning**

How children learn and think, including those who learn more slowly than their peers or have specific learning difficulties like dyslexia

- **Communication and interaction**

How children communicate with others, including those with speech, language, and communication needs (SLCN)

- **Sensory and/or physical needs**

Includes hearing and visual impairments, physical disabilities, and motor skills difficulties

- **Social, emotional and mental health (SEMH)**

Includes mental health difficulties, ADHD or social anxiety, confidence or self-esteem issues, and challenging behaviours

30% of our pupils are currently deemed to have SEN.

6. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Stower Provost Community School. This told us that we need to consider:

- How pupils can increasingly access the curriculum
- How we need to consider our physical environment
- How we make information more accessible to all pupils

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

These consultations told us that:

- Necessary work was required to support pupils with mobility concerns. This has been carried out.
- Consideration to our access and boundaries needed to be made. Various updates have been made.
- Consideration to equipment and resources needed to be made. These are ongoing and consider the need of the children within the school.

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:

- Increased IT provision
- Consideration to teaching strategies
- Different keyboards
- Overlays and consideration to backing colours in Powerpoints
- Purchase and use of additional PE equipment
- Purchase and use of gross/fine motor specialist equipment

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:

- Accessibility toilet
- Support hand rails
- Relaying the patio area
- Developing the inner courtyard.

Access to information

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

- Teaching staff and pupils basic signing
- Use of wigits and other visual support
- Consideration to the presentation of information
- Consideration to the colour, size and font of text, along with colour background.

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:

- Specialist teacher support
- Dorset Nexus documents linked to accessibility
- Health and Safety documentation
- The SEN Quality First Teaching Toolkit

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 Stower Provost Community School for 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.

We will work in partnership with the Local Authority 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 through:

- Meeting with the SENCo and Headteacher
- Monitoring of practice within classrooms
- Governor visits to school

This Accessibility Plan runs for 3 years and will be updated in November 2027. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Stower Provost Community School complaints procedure covers the Accessibility Plan.

The following action plan template will be used to help the school move forward with their accessibility planning.

12. Accessibility Action Plan

Increasing access to the curriculum

Outcome 1			
What outcome do we want to achieve?	[Match your outcome to the disabilities and the barriers to accessibility identified within your school]		
What actions will we take to achieve this?			
How can we tell if this is successful?			
When will this work be done?			
Approximate cost			
Responsible person(s)	[Use role rather than name]	Date complete	

Outcome 2			
What outcome do we want to achieve?	[Match your outcome to the disabilities and the barriers to accessibility identified within your school]		
What actions will we take to achieve this?			
How can we tell if this is successful?			
When will this work be done?			
Approximate cost			
Responsible person(s)	[Use role rather than name]	Date complete	

Outcome 3			
What outcome do we want to achieve?	[Match your outcome to the disabilities and the barriers to accessibility identified within your school]		
What actions will we take to achieve this?			
How can we tell if this is successful?			
When will this work be done?			
Approximate cost			
Responsible person(s)	[Use role rather than name]	Date complete	

Improving the physical environment

Outcome 1		
What outcome do we want to achieve?	[Match your outcome to the disabilities and the barriers to accessibility identified within your school]	
What actions will we take to achieve this?		
How can we tell if this is successful?		
When will this work be done?		
Approximate cost		
Responsible person(s)	[Use role rather than name]	Date complete

Outcome 2		
What outcome do we want to achieve?	[Match your outcome to the disabilities and the barriers to accessibility identified within your school]	
What actions will we take to achieve this?		
How can we tell if this is successful?		
When will this work be done?		
Approximate cost		
Responsible person(s)	[Use role rather than name]	Date complete

Outcome 3		
What outcome do we want to achieve?	[Match your outcome to the disabilities and the barriers to accessibility identified within your school]	
What actions will we take to achieve this?		
How can we tell if this is successful?		
When will this work be done?		
Approximate cost		
Responsible person(s)	[Use role rather than name]	Date complete

Making information more accessible

Outcome 1			
What outcome do we want to achieve?	[Match your outcome to the disabilities and the barriers to accessibility identified within your school]		
What actions will we take to achieve this?			
How can we tell if this is successful?			
When will this work be done?			
Approximate cost			
Responsible person(s)	[Use role rather than name]	Date complete	

Outcome 2			
What outcome do we want to achieve?	[Match your outcome to the disabilities and the barriers to accessibility identified within your school]		
What actions will we take to achieve this?			
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