

**Stanley Grove  
Primary Academy**

Bright Futures EDUCATIONAL TRUST



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Stanley Grove Primary School was built in 1902 and served the community of Longsight for many years. It is now a three form entry Primary school and it was recognised several years ago that the current building did not meet the needs of delivering an education that is fit for the 21st Century. The building was redesigned and rebuilt incorporating the existing building and in September 2017 it was officially opened. The building prides itself on being a barrier free school. There is lift access to all floors with Disabled facilities freely available on each floor. The building meets the requirements of the Disability (Access to premises- Buildings) Standards 2010.

**School name:** Stanley Grove Primary Academy

**3-year period covered by the plan:** 2017-2020

Plan agreed: 24/11/2017

Plan Review: 24/11/2020

Lead member of staff: Emma Bassey and Gary Russell

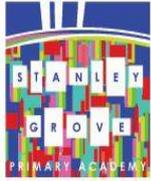
The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, this is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



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## **Context of the School**

This is a larger than average sized primary school and the vast majority of pupils are from minority ethnic backgrounds. The largest group represented is Pakistani, followed by Bangladeshi pupils. Others come from a mix of European and non-European cultures. There are very few White British pupils.

The proportion of pupils supported by pupil premium funding is slightly above average and an above average proportion of pupils are supported by school action. The proportion supported by school action plus or with a statement of special educational needs is average. Stanley Grove Academy converted to an Academy in September 2012. The academy is one of the schools within Bright Futures Education Trust.

### The School's Aims

- embraces a partnership between the school and home
- offers to each member the opportunity to grow in knowledge fostered through Rights Respecting Schools values and guidance.
- every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability
- children will be helped to appreciate that they are members of the wider community in its richness and diversity
- curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

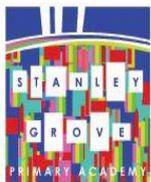
The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

**Site Manager**

**SENCO**

**Head of School**

**Assistant Head**



### **1A: The purpose and direction of the school's plan: vision and values**

At Stanley Grove Primary Academy, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Stanley Grove Primary Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

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.

These groups include

Girls and boys;

Minority ethnic or faith groups;

Children who need support to learn English as an additional language;

Children with special educational needs;

Gifted and talented children;

Children who are vulnerable;

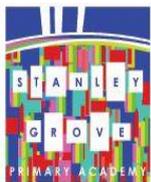
### **1B: Information from pupil data and school audit**

We currently have a whole range of children of all backgrounds, needs and abilities. (September 2017)

- Asthma
- Eczema
- Hearing impairments
- Sight impairments
- Cancer
- Global Delay
- ADHD
- Autism
- Mobility needs
- Rare syndromes
- Allergies- including those requiring Epi-Pens

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.



## **2. The main priorities in the school's plan**

### **2A: Increasing the extent to which disabled pupils can participate in the school curriculum.**

#### **Raise awareness of the curriculum needs of pupils with SEND.**

For children to have access to sensory resources and space to access them within school.

For staff to be trained in sensory needs and for them to use this knowledge in their daily practice to ensure all children can access their learning.

For SEND provision to be included within the monitoring of teaching and learning.

For learning journeys to be used for children in KS1 & KS2 where appropriate.

For speech, language and communication to be more consistent throughout school.

For support staff to be consistently deployed by class teachers, with a particular focus on shared planning.

Improve access to the curriculum for pupils with SEND.

Ensure that each adult that works with children who have SEND (directly or indirectly) meets the individual needs of children. Assessing what provision is needed and tailoring the timetable to accommodate this.

#### **Ensure all staff are aware of disabled children's access needs.**

The school has PEP plans in place for three children who have additional needs and these plans are reviewed each half term. Any additional children who may have access needs or develop access needs are assessed and appropriate provision put in place.

### **2B: Raise staff awareness of disability issues whenever appropriate.**

#### **Improve staff knowledge and awareness of the needs of the children in our school**

School to seek advice from external professionals.

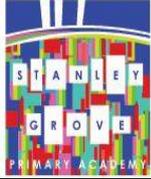
Consider needs of specific pupils, both for school and off-site activities.

Promote Disability Equality via PSHCE lessons, Assemblies, Celebrating Difference.

For all staff to have shared ownership over the new behaviour system, particularly Tier 2 & 3 children.

For SEND specific CPD to follow a plan-do-review cycle.

For pupils to have a voice in the assess-plan-do-review process through termly reviews.



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**2C Ensure that we meet the needs of International New Arrival Children.**

**Improve staff knowledge of the needs of these children and ensure that we meet the needs of these children when they are in a whole class setting.**

School to seek advice from INA teacher in school about different strategies and approaches that can be used with INA children who are in different year groups. INA teacher to support and train the teachers on the best strategies to use with INA children when in a class setting.

INA teacher to Team Teach with teachers, focussing on their provision for INA children and supporting with planning for children who have English as an additional language.