

Accessibility Plan

Stow Heath Primary School



Approved by:	Kevin King	Date: 15h July 2024
Last reviewed on:	July 2022	
Next review due by:	July 2027	

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6. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We promote “Stars to Success” which encompasses the principles and values of:

Love to Learn

Ambitious for All

Respectful and Responsible

This follows the Preparation for Adulthood agenda, giving all our young people equal life chances as they move into adulthood (www.preparingforadulthood.org.uk).

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (Dfe) [guidance for schools on the Equality Act 2010](#) .

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement.

3. Action Plan

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils.	Training for teachers on differentiating the curriculum for disabled children as required.	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils.	SLT	Ad Hoc	In line with current pupil needs
	We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.	Learning aids accessible are to be produced. All children represented within the core offer.	All staff able to work with increased knowledge and provide appropriate resources for pupils. Audit overview of curriculum offer to	Senco	Ad Hoc	In line with current pupil needs

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p>	<p>Termly learning support meetings to take place to assess and address pupil needs.</p> <p>Intervention training for support staff</p> <p>Staff trained to meet individual medical needs of pupils where applicable.</p>	<p>ensure true representation.</p> <p>Pupils need reviewed and being addressed.</p> <p>Teachers are able to meet the requirement of disabled children's needs with regards to accessing the curriculum.</p> <p>Staff to complete training for specific needs.</p>	<p>SLT</p> <p>SLT/Teaching Staff</p> <p>SLT/Teaching staff</p> <p>SLT</p>	<p>Ad Hoc</p> <p>Via annual EHCP assessment</p> <p>Epi pen, diabetic, epilepsy awareness training for relevant staff</p>	<p>In line with Equality act</p> <p>In line with pupils personal plan</p> <p>In line with current pupils needs</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of the pupils as required. This includes:</p> <p>Ramps</p> <p>Corridor width</p> <p>Accessible toilets and changing</p> <p>Disabled parking</p>	<p>Ramps are available where needed</p> <p>Ensure each area has wheelchair accessible egress</p> <p>A disabled toilet is available in each key stage along with changing</p>			<p>Ad Hoc</p>	<p>In line with current pupils needs</p>

	<p>Consideration to lighting is given for visually impaired pupils</p> <p>Clear visibility marking within school for steps etc. for visually impaired pupils.</p> <p>Emergency system have visual alarms</p>	<p>A disabled parking bay is available at each entrance to school.</p> <p>Low vision lighting in classrooms where needed.</p> <p>Steps and walkways cleared marked where needed.</p> <p>Visual alarms fitted.</p>	<p>The environment is adapted to the needs of pupils.</p>	<p>Head teacher</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources</p> <p>Non-verbal communication</p> <p>Induction loops</p> <p>Pictorial or symbolic representations</p> <p>Assisted communication technology</p> <p>Ensure signage is suitable for non-readers, is clear and well situated.</p> <p>The school makes itself aware of the services available through the LA for converting written information into alternative formats</p>	<p>Pupils have access to curriculum information and all other school information in a format that meets their needs</p> <p>Pupils are able to navigate the school regardless of any disability</p> <p>Pupils have access to curriculum information and all other school information in a format that meets their needs</p>	<p>Vehicles for communication and information sharing are adapted to meet the needs of those with disabilities.</p> <p>The environment is adapted to the needs of pupils</p> <p>Written information is adapted to the needs of pupils</p>	<p>Senco</p> <p>Head teacher</p> <p>Senco</p>	<p>Ad Hoc</p> <p>Ad Hoc</p> <p>Ad Hoc</p>	<p>In line with current pupils needs</p> <p>In line with current pupils needs</p> <p>In line with current pupils needs</p>

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body, Miss C Downen (SEN/Inclusion) and Mrs L Scoffham (Headteacher).

It will be approved by The Governing Body and Mrs L Scoffham, Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Wellbeing Policy
- Young Children in Care Policy