

Accessibility plan

Stow Heath Primary School



Approved by:

[Name]

Date: [Date]

Last reviewed on:

[Date]

Next review due by:

[Date]

Shine like a Star

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1. 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

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.



AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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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 pupils needs
	- We use resources tailored to the needs of pupils who require support to access the curriculum	- Learning aids accessible and to be produced.	- All staff able to work with increased knowledge and provide appropriate resources for pupils	Senco	Ad Hoc	In line with current pupils needs
	- Curriculum resources include examples of people with disabilities	- All pupils represented within the core offer.	- Audit overview of curriculum offer to ensure true representation.	SLT	Ad Hoc	In line with Equality Act
	- Curriculum progress is tracked for all pupils, including those with a disability	- Termly learning support meetings to take place to assess and address pupil needs.	- Pupil needs reviewed and being addressed.	SLT/Teaching staff	Via annual EHCP assessment	In line with pupils personal plan
	- Targets are set effectively and are appropriate for pupils with additional needs	- As above	- Teachers are able to meet the requirements of disabled children's needs with regards to	SLT/Teaching staff	Ad hoc	In line with current pupils needs

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> - The curriculum is reviewed to make sure it meets the needs of all pupils - Staff trained to meet individual medical needs of pupils where applicable. 		<ul style="list-style-type: none"> - Intervention training for support staff - Staff trained to meet individual medical needs of pupils where applicable. 	<ul style="list-style-type: none"> - accessing the curriculum. - Staff completed training for specific needs. 	<ul style="list-style-type: none"> SLT SLT SLT 	<ul style="list-style-type: none"> Epi pen training, epilepsy and diabetes awareness training for relevant staff in line with pupil needs 	<ul style="list-style-type: none"> In line with current pupils needs In line with current pupils needs

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:					
	- Ramps	- Mobile ramps are available where needed.			Head Teacher	
	- Corridor width	- Ensure each area of the school has wheelchair access and egress.	- The environment is adapted to the needs of pupils		Head Teacher	
	- Disabled toilets and changing facilities	- A disabled access toilet available in each key stage with changing facilities.	- The environment is adapted to the needs of pupils		Head Teacher	
	- Disabled parking bays	- A disabled parking bay is available at each entrance to the school.	- The environment is adapted to the needs of pupils		Head Teacher	
	- Consideration to lighting is given for visually impaired children.	- Low vision lighting in classrooms where needed.	- The environment is adapted to the needs of pupils		Head Teacher	
- Clear visibility marking within school for steps etc for visually impaired pupils.	- Steps and walkways are clearly marked in Key Stages where needed.	- The environment is adapted to the needs of pupils		Head Teacher		

AIM	CURRENT PRACTICE	GOOD OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> - Emergency systems to have visual alarms 	<ul style="list-style-type: none"> - Visual alarms are fitted. 	<ul style="list-style-type: none"> - The environment is adapted to the needs of pupils 	Head Teacher		

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<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> <ul style="list-style-type: none"> • Internal signage • Large print resources • Non-verbal communication • Induction loops • Pictorial or symbolic representations • Assisted communication technology <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>-</p>	<p>Senco</p> <p>Headteacher</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, Mrs J Raju (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