



## **Accessibility Plan**

**Person responsible: Executive Headteacher and Head of School**

**Written: September 2022**

**To be reviewed: September 2024**

## 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

Stanton Cross Primary 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 endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

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

Stanton Cross Primary School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

We support 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, this 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, staff and parent views.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### 3. Purpose

The plan sets out proposals to increase access to education for disabled pupils in the 3 required areas as stated in the planning duties in the act:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve access to the physical environment of the school
- Improve the delivery of the information

Stanton Cross Primary School also recognises its responsibility towards disabled staff and will:

- Monitor recruitment procedures to ensure that all people with disability are given equal opportunities
- Ensure that staff with disabilities are supported with special provision to ensure that they can work effectively
- Where necessary, make reasonable adjustment to enable staff to fully access the workplace.

### 4. Overall Strategy

We aim over time to increase the accessibility of provision for all pupils, staff and visitors including those with disabilities. Our strategies include:

- setting admission criteria which does not discriminate against pupils with disabilities or treat them unfairly
- having high expectations of all pupils be they disabled or able bodied
- finding ways in which all pupils can take part in the full curriculum including sport, music, and other co-curricular activities
- planning out-of-school activities including all school trips so that pupils with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the improvement and the modification of the physical environment of the school to cater for the needs of pupils with disabilities as resources allow
- raising awareness of disability amongst all school staff
- providing written information for pupils with disabilities in a form which is user friendly
- using language which does not offend in all literature and making staff and pupils aware of the importance of such language

- introducing whole school use of electronic tablets to enable material to be viewed and heard in different formats thus improving access of materials for visually impaired, hearing-impaired pupils amongst others

It is important that regular monitoring occurs to ensure that pupils with disabilities are not being disadvantaged and that this will lead to action planning.

### **Strategy 1**

Increasing the extent to which disabled pupils can participate in the school curriculum.

We will:

1. Work with new families to ensure a full disclosure of a child's disability. This will help us to establish the required learning support and assess the differentiated resources available to them.
  - Provide training and ongoing monitoring to all staff on the importance of the Inclusion Policy and accessible learning within the classroom.
  - All staff will be aware of individual need so that support is fully utilised.
  - Regular meetings between school and parents will ensure that information is up to date.
2. Ensure equal access for disabled pupils to extra-curricular activities and school visits.
  - Risk assessment and planning of trips to include accessibility references
  - Analyse extra-curricular activities to ensure inclusion of pupils with disability and on the SEN List and those who have an Education Health and Care Plan
3. Ensure that all pupils have physical access to the curriculum. This is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The Individual Education Plan and one-page profile for the pupil will address the issue, which will therefore be kept under constant review in conjunction and in consultation with families and professionals.

### **Strategy 2**

Improving access to the physical environment of the school.

This is to enhance the extent to which disabled pupils can take advantage of the educational opportunities within the school.

It is our aim to enhance physical access and improve accessibility where possible in the context of the above statement.

We will carry out an annual access audit to inform improvement of the physical environment of the school.

We will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, to include improved access, lighting, acoustic enhancement and colour schemes and more accessible facilities and fittings.

We aim to improve the following over time within constraints on resources:

1. Access to/from the school:
  - Ensure the field has disabled access.
2. Sound
  - Ensure the hearing loops are used as necessary.

### **Strategy 3**

Improving the delivery of information (to disabled pupils and parents). We aim to:

- Provide written materials in alternative formats as requested, for example we can provide large print copies of appropriate school documents if requested, as communicated at the start of any pupil's attendance at the school.

## 5. Action plan

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

<b>Aim</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability.	A thorough process is in place to identify needs through transition.  Work with new families to ensure a full disclosure of a child's disability.  Assessment and purchase of necessary differentiated resources.	Head of School	July 2023 and ongoing	Provision for the new intake will be bespoke for any children with disabilities that we may have.
Improve and maintain access to the physical environment	Ongoing review of the environment to ensure that the entry doors, lifts, corridor access and disabled toilet access continues to be high quality provision. Library shelves at wheelchair-accessible height	Office Manager and Site supervisor	Ongoing	Audits are positive Children accessing school freely
Improve the delivery of information to pupils with a disability	Ensure designated staff to provide as necessary, <ul style="list-style-type: none"><li>• Large print resources</li><li>• Induction loops</li><li>• Pictorial or symbolic representations</li></ul>	Head of School	Ongoing	Resources accessed when necessary

## 6. Monitoring arrangements

This document will be reviewed every two years but may be reviewed and updated more frequently if necessary.

It will be approved by the Executive Headteacher

## 7. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Supporting pupils with medical conditions policy

### Appendix 1: Accessibility audit

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				