



## ACCESSIBILITY PLAN



Approval at full Governing Body meeting : September 2022

Signed (Chair of Governors) S. Cotton

Agreed Review schedule : every three years

Next Review Due : September 2025

# Stanton Road Primary Accessibility Plan

September 2022

**Schools' duties around accessibility for disabled pupils** Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

Part 5A of the Disability Discrimination Act 1995 (DDA) required the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- not to treat disabled pupils less favourably for reasons related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- 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:

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

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 2) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils. In drawing up the **Accessibility Plan** the school has set the following priorities:

- to provide safe access throughout the school for all school users, irrespective of their disability.
- to ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- to provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Stanton Road Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

**Stanton Road Primary School aims:**

- Identify and develop the full academic potential of each pupil
- Enrich their life experience and improve their confidence
- Achieve sound levels of behaviour based on mutual respect
- Provide opportunities for and encourage staff in their own development
- Maintain the business of the school on a sound financial basis
- Create an environment where all can work in harmony, comfort and safety
- Develop relationships between staff, children and parents to the benefit of all
- Be an asset to the community
- Enjoy as well as fulfil

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

**The Involvement of Disabled Children, Staff and Parents**

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Equality Policy. It has been informed by analysis of pupil & staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Stanton Road Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Equality Policy
- Special Educational Needs

This plan considers the following three areas as identified in the introduction:

- **Improving the physical environment of the school** This element of plan covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Stanton Road Primary School. It includes items such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

- **Increasing the extent to which disabled pupils can participate in the school's curriculum** by securing relevant staff training and ensuring appropriate classroom organisation. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.
- **Improving the delivery to disabled pupils and carers of information which is already provided to those who are not disabled.** This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

The school Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Orrets Meadow Special School Outreach Team

## Appendix 1

### Access to the Physical Environment

Objective	What	How	When	Goal Achieved
Ensure compliance with EA and Guidance	Staff and governors updated on requirements and obligations of EA, and of the Accessibility Plan	Staff meeting Governors meeting	Autumn Term 2022	School complies with requirements of EA and Guidance
Improve availability of written material in alternative forms	School aware of local and County services for converting written information into alternative formats	SEND/CO/Office administrators ensure materials are provided in format that can be accessed	On-going as the need arises	School able to deliver information to all pupils and parents with disabilities
Ensure staff/volunteers/visitors with back problems have the right height chairs, supports and cushions	Audit of needs of adults. Audit of need for equipment suitability/purchasing needs. Occupational health used where additional advice needed. Staff communicate any particular needs or difficulties to SMT.	Chairs and aids purchased and put in place. Check with individual to see if providing required improvement	2022-2023 On-going New staff	Adults able to perform work tasks thorough reasonable adjustments to work place environment
Improve working environment for those pupils with hearing impairment.	Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from External Advisors on appropriate equipment if this becomes necessary as required	2022-2023	All children have access to the curriculum
Improve provision for children with behaviour issues and related disorders	Develop staff's knowledge and skills in managing children with behaviour etc.	Review Staff training led by Team teach, for teachers, support staff and volunteers Identify if training needs updating and when	Autumn 2022 – identify then plan for updated when needed.	Staff have increased confidence and skills in working with children with behaviour and related disorders

### Access to the Curriculum

Objective	What	How	When	Goal Achieved
Improve staff awareness of DDA	Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	2022-2023 Ongoing	Raised confidence of support staff
Improve 'personalisation' and access for all children	Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Set up Risk Assessments for disabled children when appropriate. Share information with all agencies involved with each child	Ongoing	All staff are aware of individual's needs
Ensure all children are included at all times	All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	All pupils are able to access all school trips and take part in a range of activities

<b>Access to the Curriculum</b>				
<b>Objective</b>	<b>What</b>	<b>How</b>	<b>When</b>	<b>Goal Achieved</b>
Children have full access to curriculum including Sport and PE.	Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Ongoing	All pupils have access to PE and are able to excel. Child will be supported whenever needed.
Improve whole school awareness of disability difficulties.	Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Check Autumn 2022 On-going	Gradual introduction of disability issues into all curriculum areas
Improve participation for all staff and children	Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of School Club staff, and people running other clubs after school. Support would have to be available – especially after school.	Check Autumn 2022 On-going	Disabled children feel able to participate equally in out of school activities. Disabled lift to access top corridor fully functioning.
Improve understanding of staff	Develop links with MAT schools to share CPD.	Work towards identifying a local school and consider sharing INSET opportunities.	On-going	Increased understanding of the opportunities available to the children

#### **Access to Information**

<b>Objective</b>	<b>What</b>	<b>How</b>	<b>When</b>	<b>Goal Achieved</b>
Develop inclusion ethos of school to the full	Signage around school to be in other languages if appropriate. Letters to be translated to ensure full communication	Plans for a welcome sign in reception – need to decide which languages to use.	2022-2023 Ongoing	ALL People feel they are welcome in school
Ensure all stakeholders of school – parents, outside agency workers, grandparents can be included	Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. Braille, other languages Translation Tool to be added to website to allow multi-lingual access	Survey Spring 2022	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all