

Stanton Community Primary School

Accessibility plan



Nurture, Enjoy, Aspire, Achieve

Approved by:	Whole Governing Body	Date: 22 nd January
Last reviewed on:	Spring Term 2024	
Next review due by:	Spring Term 2027	

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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 believe that every child is entitled to:

- start their learning journey the 'right' way.
- support with their emotional well-being as well as their physical well-being.
- master the curriculum at their own depth of challenge.
- access a range of opportunities to develop an extensive range of language both written and orally across the curriculum.
- have their opinions listened to.
- an inclusive and supported learning environment whatever their needs.
- be given the tools to take full advantage of the next steps in their learning journey.

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. In light of this, the school has been awarded the Inclusion Quality Mark and is a Centre of Excellence.

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.

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 individuals 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.

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3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <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 ensure it meets the needs of all pupils.</p>	<p><u>Short term</u></p> <p>Ensure children all children with disabilities continue to not be disadvantaged</p> <p><u>Medium term</u></p> <p>Governor monitoring of progress and access to the curriculum</p> <p>All teaching and learning individual</p>	<p>SENDCo keeping pupil provision maps up to date</p> <p>Governor visit to school and report shared on Ghub</p>	<p>SENDCo</p> <p>SEND governor</p>	<p>Ongoing</p> <p>Termly</p>	<p>All children with disabilities are making progress.</p> <p>Governors are aware of that children are making progress.</p>

	<p>The school employs a highly experienced SENDCo whose responsibility is solely children with additional needs</p> <p>Staff review regular trips and visits to ensure they are suitable for each new cohort.</p> <p>Specific areas / room to support children with sensory needs.</p>	plans for SEND pupils updated termly.				
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Single story accommodation • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p><u>Short term</u></p> <p>On a daily basis ensure that environment is adapted for children</p> <p><u>Medium term</u></p> <p>Governor monitoring of environment</p>	<p>All staff will ensure the environment is appropriate for the children in their classes.</p> <p>Governor visit to school and report shared on Ghub</p>	<p>All staff</p> <p>Health and Safety governor</p>	<p>Ongoing</p> <p>Termly</p>	Children are safe and able to full advantage of what the school offers.
Improve the delivery of information	Our school uses a range of communication methods to ensure information is accessible. This	<p><u>Short term</u></p> <p>Keep up to date with</p>	SLT and SENDCo read research around	SLT / SENDCo	Ongoing	Children will be supported in their

to pupils with a disability	<p>includes:</p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> • <i>Printing on coloured paper</i> • <i>Coloured screens</i> • <i>KAZ touch typing access</i> • <i>Clicker writing access</i> 	<p>advancements in accessible communication methods.</p> <p>Increase access for more SEND pupils to KAZ and Clicker</p>	supporting children with disabilities			learning.
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Frequency
Access to site				
Parking bays	Two disabled parking bays	Parking bays to be signposted at car park entrance Reminders on Dojo about use	HT	Occasionally

Adequate lighting around parking area	Outdoor lighting	Regular check on lighting levels during winter months		
Dropped kerb	To pavement area around disabled parking			
All entrance steps to be highly visible	All steps outside the school entrance to be highlighted with tape/markings	Check that markings are still highly visible and effective.		
Entrance to school building				
Entrance/reception	Wide doors	Ensure they remain unobstructed	All adults	Ongoing
Mats to be flush with no trip hazard	Reception area	Direct route to an internal door Keep any furniture at the edge	Caretaker Office staff	
Lighting	Entrance area well lit	Ensure all bulbs are fully functional	Caretaker	
Accessibility	Direct route to an internal door	Keep any furniture against the walls	Office staff	Ongoing

Signage	Clear signage and accessible bell	All reception signage to be clear and accessible. Bell at waist height.	Office staff	
Toilets	Two disabled toilets	Ensure that access is unobstructed	Early Years staff	Ongoing
Emergency escape routes	Clearly signed	Tested by caretaker and external company	Caretaker	Ongoing
Corridors	<ul style="list-style-type: none"> • Plain non-glare non slip flooring • Adequate lighting • Clutter free • Doors painted in contrasting colours to surrounding walls • Door furniture a different colour to the door • Clear signage to classrooms • Raised areas/steps which protrude into an open space require highlighting 		Caretaker	Ongoing

Coat hooks	To be at an accessible height and a contrasting colour to the wall.		Caretaker	Ongoing
Classrooms	<ul style="list-style-type: none"> • Natural light to be controllable by blinds • No flickering/faulty lightbulbs • Light switches to be easily identifiable • Walls painted in a matt non glare finish. • Clear contrasting furniture to walls and doors • Whiteboard cleaned regularly • Whiteboards to have blue dyslexia friendly options. • No furniture to obstruct entrances and exits • Clearly defined and labelled equipment/shelves/storage • No clutter 		All staff	Ongoing

Toilets	<ul style="list-style-type: none"> • Clear signage • Access to a disabled toilet. • Lower handbasins and handryer/paper towels 		Caretaker	Ongoing
Dining Hall	<ul style="list-style-type: none"> • Clear and unobstructed walk ways. • Knives and forks stacked downwards • All hot surfaces to be covered. 		All staff	Ongoing
Outside play areas	<ul style="list-style-type: none"> • Railings and outside fences in good condition and visible to children • Access to all play areas unobstructed. • All steps to be clearly marked 		Caretaker	Ongoing