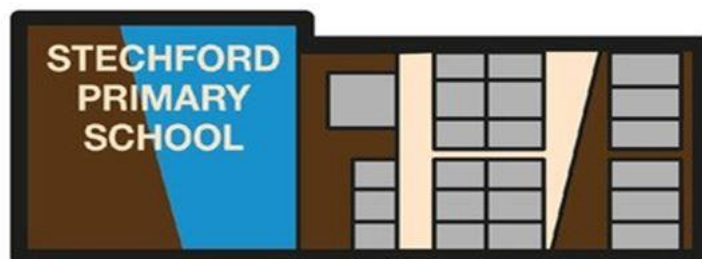


# Stechford Primary School



CHALLENGE



ACHIEVE



RESILIENCE



ENCOURAGE

## Accessibility Plan

Date plan last reviewed: 2022

Signed by:

_____	Headteacher	Date: <u>July 2023</u>
_____	Chair of governors	Date: <u>July 2023</u>

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## Statement of intent

This plan outlines how Stechford Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The Inclusion Manager will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Unrepresentative numbers of SEN children and those with additional vulnerabilities attending afterschool clubs.	Audit numbers attending afterschool clubs and actively target to ensure attendance increase.  Actively encourage SEN children to participate in all school activities i.e. talent show etc.	Headteacher DHT, SENCO	Summer 23	Increase participation of children with SEN and additional vulnerabilities to wider school life and extra-curricular activities.	Sept 23
<b>Medium term</b>	Reasonable adjustments to be made to ensure maximum participation and achievement in the curriculum for all children with disabilities	Curriculum leaders to develop a wider knowledge of children with SEN and ensure curriculum is adapted for all  Teachers to understand individual children and adapt curriculum accordingly  Pupil passports to be accurate, updated termly and available to all in	Headteacher, Deputy, Subject leaders, Teachers , SENCO	Autumn 23	Increase participation of children with SEN and additional vulnerabilities to broad and balanced curriculum.	March 24

		<p>covered folders in classrooms</p> <p>SLT to support leaders on Learning walks</p> <p>Training focus on 4 areas of needs</p> <p>SEN register accessible and all areas of need identified.</p>				
<b>Long term</b>	Pupils with SEND cannot independently fully access all lessons	<p>Increase knowledge and use of assistive technology e.g. Provide tablets, ipad visualiser, reading pens, clicker and other adjustments for pupils with SEND</p>	Headteacher, ICT manager, SENCO	Autumn s 2023	Pupils with SEND can independently access lessons	Sept 2025

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Handrails not available on all steps	Add handrails to car park door exist steps.	Site manager	Autumn 23	Safer access to the car park/playground.	Sept 24
	In yr 1 classroom people at seated height cannot be seen through glass panes in doors	Full glass door window panel to be fitted.	Site manager	Autumn 23	People at seated height can be seen through glass panes in doors.	Sept 24
Medium term	Learning/leisure environment of pupils with visual impairments is not accessible (access to info on display board)	VI teacher to referred audit team Signs/tactile signs	VI teacher, SENCO	Summer 23	Learning environment is accessible to pupils with visual impairments	March 24
	Taps in toilets difficult for small children or those with disabilities to turn on	Paddle taps to be installed in all toilets	Site manager	Autumn 23	Easy access to tap for handwashing in all bathrooms.	March 24
Long term	Induction loops not fitted for use by children/adults with hearing difficulties	Induction loops to be fitted throughout school	Site manager	Autumn 25	Hearing impaired adult or children supported in whole school environment	Sept 25
	Lack of arrangements for those with disabilities when evacuating from upper floors.	Purchase evacuation chair	SBM	Summer 25	-Safe evacuation for all	Sept 25

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management, staff do not know whether school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Autumn 23	School is aware of accessibility gaps to its information delivery procedures	Sept 2
Medium term	Written information not accessible (as a result of audit above)	Provide written information in alternative formats	SENCO, ICT manager	Spring 24	Written information is fully accessible all	March 24
Long term	School does not know if the website is accessible to children with SEND	Audit of website	ICT manager SENCO	Summer 24	Website is fully accessible	Sept 25

### Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is March 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.