



Stathern
Primary
School

'Nurture, Inspire, Discover, Create'

Accessibility Plan

2023- 2026

Reviewed and ratified at the SDC Spring 2023

Signed: Clare Allen

Signed by Head teacher:

A handwritten signature in black ink, appearing to read 'Kamra', is written over the text 'Signed by Head teacher:'.

In accordance to the Equality Act and in line with the values of our school and published equality objectives, due regard will always be given to staff and pupils with protected characteristics in the implementation and enactment of this policy

Introduction

This plan demonstrates how the school has been modified to allow accessibility for all since 2003 to date.

It identifies the school's targets on a year by year basis and what has been achieved/what needs to be achieved in order to meet the targets.

In 2010, the Equalities Act introduced an Equality Duty, which places a duty on public bodies, such as schools, to consider the needs of all individuals affected by the school in their day to day activities who have a protected characteristic - sex, race, disability, age, religion or belief, sexual orientation, pregnancy, maternity and gender reassignment.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He, she or they have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aim

We aim to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

1. The Governing Body recognises that disabled people's needs may be different to non-disabled people;
2. The Governing Body recognises that it must consider the needs of disabled pupils, staff, parents when making decisions about policies and services;
3. The Accessibility Policy has been drawn based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reviewed every 3 years, or as necessary.
4. The Accessibility Policy is structured to complement and support the school's Equality Objectives. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

5. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within our school.

6. The Accessibility Policy shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Policy will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of **physical environment** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

7. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

9. The Accessibility Policy will be monitored through the School Development Committee

10. The school will work in partnership with the Local Authority in developing and implementing the following appropriate Accessibility Plan.

	Already in place	Any actions	Time scale
Access to the curriculum Auxiliary aids and equipment	All children can access the curriculum through adult support, the use of equipment supplied by outside agencies such as the audio and visual support teams and the assistive technology team and equipment purchased through school/LA funding. OT and SALT support and resources for any pupils, where needed. There are several laptops and iPads which can be used at any height.	NA - On a need's basis	Ongoing assessment
Access to Internal Physical environment	The school has several entrances with no steps to key areas and 1 step to the back-playground door – this has an automated access door and a yellow warning strip, for	NA - On a need's basis	Ongoing assessment

	<p>clarity. All doorways are wide enough for a wheelchair and there is a disabled toilet.</p> <p>Door buzzers and open buttons are at an appropriate height, as are fire alarms</p>		
External Physical environment	<p>The school gates are wide enough for a wheelchair and the entrance into the school is flat and level at the front.</p> <p>Access onto the field is down 5 steps and there is a handrail and may require some assistance. Access to field can be through the front of the school</p>	Painted yellow warning lines on LHS steps	Summer 2023
Delivery of the physical environment	<p>Children diagnosed with dyslexia or with dyslexic tendencies can have coloured paper, work books and coloured overlays for reading.</p> <p>Autism friendly classrooms</p>	NA - On a need's basis	Ongoing assessment and application

This plan should be reviewed as necessary, but at least every 3 years.

Log of changes and updates to the document:

Date	Page	Change	Approver
27/10/2022	All	Amalgamated LA policy and updated 2020 policy	KL
10/2/23	4	Updated and amended EDI statement added	SDC