

STOKE ROW C OF E PRIMARY SCHOOL



ACCESSIBILITY PLAN

Policy reviewed and agreed by: Ethos Committee
Date: May 2024
Next review: May 2027

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 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 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.

Roles and Responsibilities for Implementing the Single Equality Scheme

- The Head Teacher will: ensure that staff and parents are informed about the Single Equality Scheme and that it is implemented effectively and report to the Governing Body at least annually, on the effectiveness of the scheme.
- The Governing Body will: Support the Head Teacher in implementing any actions necessary and evaluate and review this scheme as necessary.
- The Senior Leadership Team will: have general responsibility for supporting other staff in implementing this scheme and provide a lead in the dissemination of information relating to the scheme.
- Parents/Carers will: have access to the scheme and be encouraged to support the scheme. They will be informed of any incident related to this scheme which could directly affect their child.

- School Staff will: accept that this is a whole school issue and support the Single Equality Scheme.
- Pupils will: be made aware of any relevant part of the scheme, appropriate to age and ability.
- Commissioning and Procurement: The school, as required by law, will ensure that when we buy services from another organisation to help us provide our services, that organisation will comply with equality legislation. This will be a significant factor in selection during any tendering process.
- Publicising our Scheme: The School Equality Scheme will be available to all persons on request and be explained to all stakeholders through: School website, staff induction, Annual Review of Progress. The governors will be responsible for monitoring the effectiveness of this scheme. It will be reviewed annually and revised every three years as appropriate in line with legislation. Consideration will be given to the results of our information gathering activities for race, disability and gender and what we have done with this information and an update of the progress made against priorities. If anyone would like to make a complaint with regards to this policy or any of the appendices, please follow the school complaints policy.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities.

Increasing the extent to which disabled pupils can participate in the curriculum				
Aim	Strategies	Timescale	Responsibility	Success criteria
Staff are confident in identifying the needs of SEND pupils in accessing all aspects of the curriculum.	Training in aspects of teaching tailored to individual SEND needs (may be child-specific).	Ongoing	SENDCO, teaching staff, support staff	Effective differentiated learning reflected in progress and attainment data.
A broad range of sporting and PE-related activities available to SEND pupils.	Purchase equipment required plus ensure school minibus is suitable for transporting SEND pupils to inter-school sports events and swimming lessons.	Ongoing	SENDCO, Sports coordinator	All children have the opportunity to participate in a broad range of physical activities and understand the importance of staying fit and healthy.
Teaching resources such as interactive whiteboards to be adapted for visually/hearing-impaired pupils as required.	Ensure all teaching and support staff are trained in the use of resources deemed appropriate.	As required	SENDCO, teaching staff, support staff	No child is held back in their learning through a lack of appropriate teaching resources.
Access to quiet areas as and when the classroom environment is affecting learning	Teaching and support staff to facilitate this and ensure these areas have appropriate resources and books	As required	HT, ST, teaching and support staff	Evidence that such zones enable the affected pupils to cope with the classroom environment.
SEND pupils to have full access to all organized school trips and workshops, including the Year 6 residential.	When organising and booking school trips/workshops, ensure that additional needs are catered for, including those relating to transport. Risk assessments to be carried out.	Ongoing	SENDCO, teaching staff	All children have access to organised activities, regardless of SEND requirements.
Forest School to be fully accessible to SEND children.	Forest School lesson planning and transport arrangements to accommodate any additional needs. Risk assessments to be carried out.	Immediate	EYFS staff	All eligible children to attend Forest School.

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided				
Aim	Strategies	Timescale	Responsibility	Success criteria
Make all outside areas accessible to wheelchairs and mobility aids.	Ensure that pathways are kept free of vegetation.	2024/25 academic year Ongoing	HT, ST and governors	All outside spaces accessible to children and adults.
Staff are aware of the needs of all SEND children in accessing all areas of the school.	Teaching staff and SENDCO to consult with parents to ensure specific needs are met and adaptations made where feasible (such as extra handrails). Awareness of flooring, furniture and layout in planning for disabled pupils. Identification and mitigation of trip hazards (eg, highlighting with yellow tape/paint).	Ongoing	SENDCO, teaching staff, support staff	All staff and children can move safely around the school.
To create a disabled car parking space	Identify and mark up an appropriate parking space.	2024/25 academic year	HT	Easy vehicular access to the front entrance of school for pupils with ambulatory disabilities.
Ensure signage is suitable for non-readers, is clear and well situated.	Use of pictorial signs and labels where appropriate.	Ongoing	Teaching staff, support staff	Non-readers are able to access resources and interpret signage.

Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided				
Aim	Strategies	Timescale	Responsibility	Success criteria
Staff trained to meet individual medical needs of pupils where applicable.	Adrenalin pen, diabetes awareness and intimate care training for relevant staff in line with pupil needs. Any other medical training to be provided where appropriate.	Ongoing	HT, ST, SENDCO	Staff have appropriate training to address specific medical needs.
Fire alarm and lockdown procedures to be understood and complied with by SEND pupils.	Ensure that fire alarm is effective for hearing-impaired pupils. Individual plans in place for those pupils for whom evacuation and lockdown procedures are physically or emotionally challenging.	Academic year 24/25	HT, ST, SENDCO	All children are aware of procedures to stay safe in the event of fire or lockdown.
All out-of-school activities and after-school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils.	External providers informed of SEND requirements. Risk assessments in place.	Ongoing	HT, ST	All children are able to access activities on offer.

Improving the availability of accessible information to disabled pupils				
Aim	Strategies	Timescale	Responsibility	Success criteria
Use teaching resources for visually/hearing-impaired pupils to enable them to access learning as readily as their non-SEND peers.	Teacher assessment of needs of individual children and identification of required resources.	Ongoing	SENDCO, teaching staff, support staff	All visually/hearing-impaired children can access learning on the same terms as their non-SEND peers.
Ensure school website includes relevant policies regarding medical needs, SEND provision, equality and accessibility.	Regular audit of website to ensure content is compliant and up to date. Use governor policy spreadsheet to ensure policies are updated at the appropriate time.	Immediate	HT and governors	Website is compliant, up to date and information is easy to find.
Understand the needs of pupils and ensure information is available in relevant formats such as large print or pictorial.	Pupil assessment and consultation with parents and external professionals to understand needs. Use of magnifier where appropriate. Ensure large, clear font used in documentation.	Ongoing	SENDCO, teaching staff, support staff	Pupils have access to curriculum information and all other school information in a format that meets their needs.
Ensure all pupils learn about disability and diversity as part of the PSHE curriculum	Regular review of PSHE curriculum and updated in line with government guidance. Lessons promoting positive messages about disability and difference taught to all pupils. Range of books promoting positive images of disability shared with all pupils.	Ongoing	PSHE and English leads, teaching staff	All children accessing resources and learning that promote positive messages about disability.