**East Stanley School**

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**Accessibility Plan**

**Jan 2023**

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1. Aims

As specified under the Equality Act 2010, we have an accessibility plan in order 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.

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

The Accessibility Plan will contain relevant 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 the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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

aids and equipment, which may assist these pupils in accessing the curriculum.

• Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

• Improve the delivery of written information 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.

The Action Plan for physical accessibility relates to the Access Audit of the school, which remains the responsibility of the Trust Board/Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.

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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 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.

This policy complies with our funding agreement and articles of association.

3. Contextual Information

East Stanley School is a single storey building. Disabled access to the main site is available at the front entrance. Classrooms within school are on one level with all outside areas, easily accessible.

East Stanley School is a mainstream school which caters for children with a wide range of special educational and medical needs.

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4. Action Plan

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| Targets | Strategies | Outcomes | Timeframe | Responsibilities |
| Equality and Inclusion | | | |  |
| Accessibility Plan and  Equality Statement becomes an annual agenda item at Governors Meetings. | Clerk to Governors to add to list of required publication details. | Adherence to current legislation. | Annually. | Clerk to Governors |
| Training to raise awareness of equality and disability issues. | Discuss perception of issues with staff/governors to  determine the current status of school. Provide training for governors, staff and pupils. | Whole school community aware of issues relating to Access. | Discussions  ongoing. Training to be ongoing e.g. Ofsted Protected Characteristics | Whole School  Approach |
| To review all statutory  policies to ensure they  reflect inclusive practice and procedures. | Review policies with staff and governors top ensure all policies clearly reflect  inclusive practice and  procedures. | To comply with the Equality Act 2010. | Long Term  Annual review. | All staff |

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| Targets | Strategies | Outcome | Timeframe | Responsibilities |
| Physical Environment | | | | |
| Ensure that all areas of  school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all. | Operations Director, SENCO and Site Manager to audit accessibility of school  buildings and grounds.  Governors to contribute to this Action Plan based on the findings. | Any modifications needed, will be made to the school building and grounds that are needed to facilitate ease of access for all on an ongoing basis. This will be dependent upon the needs of the children on roll or considering attending this school through the admissions process that school are made aware of. | Short Term  Accessibility Audit to be completed by April 2023.  Medium Term  Action Plan drawn up by July 2023.  Long Term  To be reviewed  annually. | SENCO,  Operations  Director and Site Manager.  SENCO  SENCO |
| To continue to promote the involvement of disabled pupils in the classroom. | Take account of a variety of teaching and learning styles Provide appropriate  resources to enable all  children to access the  curriculum | Variety of teaching and learning styles and multi sensory activities identified in planning and practice. Ensuring the needs of all pupils are met | Termly to link to school monitoring and evaluation  cycle. | Senior  Leadership Team |
| To ensure disabled  parents/carers have every opportunity to be involved. | Utilise parking spaces for disabled parents/carers Offer support, i.e. telephone meetings Be proactive in identifying access  requirements of disabled parents/carers. | To ensure that disabled parents are not  discriminated against and are encouraged to take an interest and be involved in their child’s education. | Immediately and continuously  reviewed | Whole school – all staff members |
| To ensure signage around school is accessible to all. | Review the needs of  children/parents carers | School is accessible to all, including those with visual impairments. | Ongoing | Head Teacher,  Facilities  manager and  SENCO. |

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| Targets | Strategies | Outcome | Timeframe | Responsibilities |
| Curriculum | | | | |
| Continue training for  teachers and support staff on different aspects of SEN including differentiation when required. | Review the needs of children with specific issues, provide all  relevant training. | All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time. | Ongoing | Head Teacher  SENCO and  Senior  Leadership Team |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils. | Review all out-of-school  provision to ensure  compliance  with legislation. | All out-of-school activities will be conducted in an inclusive environment that comply with all current legislative requirements. All children will have access to out of school activities wherever possible. | Ongoing | Head Teacher  SENCO |
| Classrooms are optimally organised and all  appropriate additional  equipment is provided to promote the participation and independence of all pupils and adults alike. | Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases. | Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils. | Ongoing | Class Teachers |
| Access arrangements to meet individual’s needs when taking tests etc. will be applied for and support provided when required. | SENCO and Head Teacher will ensure appropriate testing and reports are provided in order to apply for access arrangements. | All pupils will have their individual needs met and any barriers to achieving their full potential will be removed. | Ongoing | SENCO  Head Teacher |
| To ensure full access to the curriculum for all children. | Specialised CPD for staff Differentiated curriculum with alternatives offered Use of technology/equipment to support learning/recording Specialised equipment | Advice taken and strategies evident in classroom practice Pupils with physical, medical, ASD supported in accessing the curriculum. | Ongoing | Head teacher  SENCO  Teachers TA |

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| Targets | Strategies | Outcome | Timeframe | Responsibilities |
| Written/Other Information | | | | |
| Make available school  brochures, school  newsletters and other  information for  parents/carers in alternative formats as required.  Availability of other written materials in alternative  formats also. | Review all current school publications and promote the availability in different  formats  for those that require it.  The school will make itself aware of the services  available  through the LA for converting written information into  alternative formats. | The school will be able to provide written information in different formats when required for individual purposes.  Delivery of information to disabled pupils will be improved. | Ongoing | Head Teacher  Marketing and Communications Manager  Marketing and Communications Manager |
| Availability of written  material in alternative  languages. | The school will use  information  and translations provided by the EAL Team for key  information for EAL families.  Website can be translated (easily) into many different languages. | School information will be available for all. | Ongoing as  needed. | SENCO  Head Teacher |
| To audit resources across the school which help to support pupils with SEND. | Purchase of specialist  resources or equipment e.g. wobble cushions, pencil grips, coloured overlays (as advised by professionals) | Curriculum continues to be accessible for all pupils. | Ongoing. | SENCO |

Reference: http://www.legislation.gov.uk/ukpga/2010/15/schedule/10

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5. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board and the Head Teacher.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

• Health and Safety policy

• Equality Policy and Equality Objectives (school specific)

• Special Educational Needs Policy

• Supporting Pupils with Medical Conditions Policy.

7. Review Date

December 2024

East Stanley School is proud to be part of Stanley Learning Partnership LTD (Trading as Stanley Learning Partnership)

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