



# Accessibility Plan

**Approved by:** K.Ferguson, Headteacher

**Date:** September 2021

**Last reviewed on:** September 2021

**Next review due by:** September 2024

*Learning at Stivichall is a passport for life*

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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.

At Stivichall Primary School, we are committed to working together to provide an inspirational and exciting environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. 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.

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 the Local Authority and consultations with pupils, parents, staff and Governors of the school.

## 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.

### 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	Progress at review date
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for our 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>Health care plans are put in place to ensure children's individual needs are met.</p> <p>Individual risk assessments/benefits are made</p>	<p>To improve outcomes for vulnerable groups of pupils</p> <p>To increase involvement in extra curricular activities for all groups of pupils</p> <p>Improve access to the curriculum for vulnerable groups of pupils</p>	<p>Identify pupils exceeding or not meeting the expected levels of attainment of their year group.</p> <p>Review and track progress using Educator</p> <p>Inclusion team to offer Interventions where appropriate</p> <p>Liaise with outside agencies.</p> <p>Scrutiny of registers of clubs.</p> <p>Actively encourage</p>	<p>Head Teacher / Inclusion Lead / Class teachers</p> <p>Class teachers / phase leaders / Inclusion Lead</p> <p>Inclusion Lead</p> <p>Inclusion Lead</p> <p>Admin Staff / Inclusion lead</p> <p>Class Teachers /</p>	<p>ongoing throughout each academic year</p>	

	for children with a disability whether long or short term to ensure access to the curriculum		individuals to attend certain events  Attendance at inclusion team events	parents  PE premium coordinator		
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"> <li>• Ramps</li> <li>• Lift</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Hoists</li> <li>• Changing beds</li> <li>• Evac Chairs</li> <li>• Golden mile has wheelchair access</li> <li>• Forest school area accessible</li> </ul> <p>Staff training for manual handling.</p>	<p>To ensure that appropriate resources and training are provided for present pupils</p> <p>To ensure that the school building up-dated facilities to match the needs of the children.</p>	<p>Obtain manual handling training as required</p> <p>Staff training to continue eg Evac Chair Training, Epi-pens, inhaler</p> <p>Care and Access Plans implemented and reviewed regularly, alongside outside agencies where appropriate</p> <p>Risk assessments where appropriate.</p> <p>Confidential survey of staff, governors, parents/carers to ascertain that access needs are being met.</p> <p>Utilise disabled parking spaces.</p> <p>Staff to take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when</p>	<p>Head teacher/ Inclusion Lead</p> <p>Deputy Head</p> <p>Deputy Head</p> <p>Deputy Head</p> <p>Head teacher / governors</p> <p>Office staff / Head teacher</p> <p>Head teacher / governors</p>	<p>Ongoing each academic year</p> <p>Annually or as necessary should medication change.</p>	

			planning and undertaking any future improvements and refurbishments of the site and premises.			
Improve the delivery of information to pupils with a disability	<p>Our school and Acorns uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations in some areas</li> </ul> <p>Staff communicate with parents via their preferred method of communication for their own needs. For example:</p> <ul style="list-style-type: none"> <li>• phone call</li> <li>• text</li> <li>• email</li> </ul> <p>Range of books available in school to meet different needs eg dyslexia friendly</p>	Improve communication with parents.	<p>Also use of Parent Mail, texts.</p> <p>School SEND information report and policy available on website.</p> <p>Transition meetings to ensure information is collected about new children and existing information is passed on to new teachers.</p> <p>To ensure code of practice requirements met.</p> <p>To ensure equality objectives and outcomes met</p>	<p>Office staff</p> <p>Inclusion Lead</p> <p>Inclusion Lead / Phase leaders</p> <p>Inclusion Lead</p> <p>Inclusion lead</p>	Annually	

## **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 on website
- Special Educational Needs and Disability Policy
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

<b>Inspection Details</b>
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<b>Date of visit:</b>	
<b>Reason for visit:</b>	
<b>In attendance:</b>	
<b>Copy report to:</b>	

Area	Observation	Actions recommended	Action required by		Action completed	
			Name	Date	Signed	Date

<b><u>General Observations</u></b>