



Stadhampton Primary School Accessibility Plan

Date of review: June 2023

Date of next review: June 2026

Stadhampton Primary School: Accessibility Plan

2023-2026

At Stadhampton Primary School, we are committed to ensuring equal treatment for all. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers, governors and visitors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability. We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Our Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The equality duty covers the nine protected characteristics: age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The governing board is required to prepare an accessibility plan and “further such plans at such times as may be prescribed”.

The purpose of this document is to plan for:

- Increasing the extent to which disabled pupils can participate in the school’s curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Definition of Disability

Disability is defined by the Equality Act 2010 as: ‘When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies

- Health and Safety Policy
- Equality Policy and Equality Objectives
- SEND Policy
- Supporting Children with Medical Conditions Policy

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
<p>To be aware of the access needs of disabled children, staff, governors and parents/carers</p> <p>All school staff & governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children as required</p> <p>b) to ensure all staff, parents/carers and governors can access areas of school used for meetings</p> <p>c) circulate information to relevant staff as appropriate</p> <p>d) SENCO to ensure information regarding individual children is shared with volunteers and support staff as appropriate</p>	<p>As required</p> <p>Ongoing</p> <p>Ongoing</p> <p>As appropriate</p>	<p>SENCO / classteacher</p> <p>Headteacher</p> <p>Headteacher</p> <p>SENCO</p>	<p>IEPs are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff, parents/carers and governors have full access to the school site and are confident that their needs are met.</p> <p>Needs are regularly reviewed and met.</p> <p>All staff and regular volunteers are aware of needs of individual children as necessary</p>
<p>Everyone has access to School Reception area</p>	<p>a) ensure that there is wheelchair access</p> <p>b) Provide a bell at the door so that wheelchair users can get the attention of staff in the office</p>	<p>Daily check to ensure the area is clear of obstructions</p>	<p>Headteacher</p>	<p>Disabled parents / carers /visitors feel welcome.</p> <p>Wheelchair users can gain the attention of Office Staff</p>

Maintain safe access for visually impaired people	<p>a) Check condition of yellow paint on step edges regularly</p> <p>b) Check exterior lighting is working on a regular basis</p>	Termly checks: record in Parago	Headteacher/School Business Manager	Visually impaired people feel safe in school grounds. Yellow edges re-done as needed throughout the school year. Lights are in full working order.
All disabled people can be safely evacuated	<p>a) Ensure that the school has an appropriate fire evacuation procedure in place</p> <p>b) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>c) Ensure all staff are aware of their responsibilities in evacuation</p>	<p>Ongoing</p> <p>As appropriate</p> <p>Ongoing</p>	<p>SENCO</p> <p>Headteacher to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of the need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from the school

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO/Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	IEPs for disabled children when appropriate. Share information with all agencies involved with each child	As necessary	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability.	Ongoing	Headteacher / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include accessible sports	Ongoing	Headteacher SENCO & PE co-ordinator	All pupils have access to PE and can achieve
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Autumn 2020	SENCO & Headteacher	Gradual introduction of disability issues into curriculum areas as appropriate
Ensure disabled children can take part equally in lunchtime and after school activities	Review lunchtime and after school activities to ensure accessibility	As required	SENCO	All children feel able to participate equally in out of school activities.
Signage around school to be in other languages	Plans for a welcome sign in Reception – need to decide which languages to use.	Ongoing	Headteacher / SENCO	ALL People feel they are welcome in school
Review access to information via newsletters	Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool to be added to website to allow multi-lingual access	Annually As appropriate	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all as necessary