

School Accessibility Plan (2024-2027)

Stead Lane Primary School



Approved by:
The Governing Body

Date:

Last reviewed on: September 2024

Next review due by: September 2025

1. Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against children because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. An accessibility plan is a plan for:

- a) Increasing the extent to which disabled pupils can participate in the school’s curriculum,
- b) 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, and
- c) Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils’ disabilities and any preferences expressed by them or their parents.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Stead Lane Primary School the Plan will be monitored by the Head Teacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Stead Lane Primary School we are committed to working together to provide an inspirational and exciting learning 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.

Our school has high ambitions for all pupils and supports them to participate and achieve in every aspect of school life. Stead Lane Primary school has clear ways of identifying, assessing and making provision for SEN and Disability (SEND). We welcome learners with different needs and will make reasonable adjustments to ensure we minimise any disadvantage for disabled pupils. Our SEND Information Report and SEND Policy contain further information on what we offer to our pupils with SEND.

- a) The Stead Lane Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with children, parents, staff and Governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and

policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

b) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will be published on the school website. We understand that the Local Authority 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.

c) Stead Lane Primary School is committed to providing an environment that enables full curriculum access that values and includes all children, 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 the school.

d) The Stead Lane Primary School Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for children with a disability, expanding the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children; (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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these children in accessing the curriculum within a reasonable timeframe
- Improve and maintain 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 written information to children, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

e) The Stead Lane Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

f) 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.

g) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Subject Policies
- Equal Opportunities Policy
- Health and Safety Policy
- School Improvement Plan

- Special Educational Needs and Disabilities Policy

h) The Accessibility Plan for physical accessibility relates to the Access Audit of the School. 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. An accessibility audit will be completed prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

i) 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.

j) The Accessibility Plan will be published on the school website.

k) The Accessibility Plan will be monitored through the Governor Premises, Health and Safety Committee.

l) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

m) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for children with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to children

Our objectives are detailed in the Action Plan at the end of this document.

3. Access Audit

The school was built in 1955. There is a ramp into the school to increase accessibility and our on-site car parking for staff and visitors includes a dedicated disabled parking bay. Most entrances to the school are either flat or ramped.. The main entrance is accessible to anyone in a wheelchair or with walking difficulties. The Main entrance features a secure lobby and has been fitted with a low reception hatch. There is a disabled toilet available (which is also our hygiene room) in the main entrance of the building. This is fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. There are accessible break and dining areas.

4. Management, Co-ordination and Implementation

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority

Accessibility Plan for Stead Lane Primary School from September 2024 to September 2027

Curriculum

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review (September 2025)
Ensure the needs of SEND children are an integral part of the school vision and ethos.	The school will ensure that pupils with disabilities or special educational needs are fully included in all aspects of school life, including extracurricular activities and school trips	From September 2024	N/A	HT/SENDCO	HT SEND governor	
Ensure that pupils with disabilities or special educational needs have equal access to the curriculum	<p>Update passports/support plans on a termly basis.</p> <p>Provide appropriate resources and materials to support access to curriculum content.</p> <p>Adapt teaching methods to support SEND children's needs.</p> <p>Conduct training audit for teachers and support staff.</p> <p>Carefully consider the deployment of TAs.</p> <p>Provide opportunities for parents and children to discuss provision.</p> <p>Provide staff with CPD opportunities to upskill them to adapt teaching methods to improve our ordinarily available provision.</p>	From September 2024	<p>SENDCO is non-class-based in order to ensure sufficient time to complete referrals, seek advice for external agencies, work with parents and support staff with provision for SEND children.</p> <p>SEND training audit</p> <p>NASEN CPD Training Resources – online.</p> <p>Use the local authority 'Ordinarily Available Provision' document and the Whole School SEND Teacher Handbook as a guide to effective practice.</p>	HT SENDCO SLT	HT SENDCO SEND governor	

Further development of personal sensory diets and whole class sensory regulation activities to support all and in particular those with neurodiversity.	Use of outdoor areas for sensory regulation. SEND children to have planned sensory breaks/regulation tools in personalised provision. Continue to build banks of sensory resources in classrooms. Use of Zones of Regulation.	From September 2024	CPD SEND Training Audit Use the local authority 'Ordinarily Available Provision' document and the Whole School SEND Teacher Handbook as a guide to effective practice. Advice from sensory team.	HT SENDCo Class teachers	SENDCo SEND Governor	
---	--	---------------------	---	--------------------------------	----------------------------	--

Physical Environment

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Conduct annual accessibility check	Outcome of check to be reported to governors in full governing body meetings	From September 2024		HT Site Manager	H+S governor SEND governor HT	
Pupil voice	SEND children asked about their experiences in school through informal discussions with SENDCO and staff	From September 2024		HT SENDCo	H+S governor SEND governor HT SENDCo	
Community voice	Identify users with a range of SEND to feedback their experience of accessibility arrangements in school. This will inform the plan at the next review.	From September 2024		HT/ DHT H + S governor	Governing body	
Stairs and steps	Ensure that all stairs and steps have contrast edging and dual height rails.	2025-2026		HT Site Manager H + S Governor	H + S Governor HT	

Accessibility of information

Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation	Annual Review
Ensure that all stakeholders can access written information provided by the school.	<p>Specify on the school website and provide regular reminders through newsletter/twitter that large type formats of any school documentation can be made available.</p> <p>School can provide help with reading any documentation.</p> <p>Translations offered if needed.</p> <p>Act on advice from specific sensory support professionals regarding specific pupil requirements.</p>	From September 2024	<p>Newsletter</p> <p>Twitter</p> <p>EAL Service at LA</p> <p>Sensory Support Service at LA</p>	HT SENDCo Admin	SEND Governor SENDCo	
Improve the accessibility of information within classrooms.	Multi-sensory learning to be used where possible and information in teaching to be presented in a variety of ways - visually/audibly and kinaesthetically.	From September 2024	Sensory Support Service at LA	HT SENDCo	SEND Governor SENDCo	
Improve the accessibility of information regarding external support on offer.	<p>Links to local support groups / information websites and useful charities to be added to the school website.</p> <p>Introduce signposts in weekly newsletters when appropriate.</p>	From September 2024	<p>Emotional Wellbeing Behaviour Support Team Service at LA</p> <p>Other local support agencies</p> <p>Family Hub offers</p>	HT SENDCo	SEND Governor SENDCo	