



"Guided by faith, nurturing hearts and minds"

Stapeley Broad Lane C.E. Primary School

Accessibility Plan

September 2023

At Stapeley Broad Lane CE Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 pupils 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 structured to complement and support the school's Equality Objectives, and will similarly 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.

Objectives

Stapeley Broad Lane CE Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Stapeley Broad Lane CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils 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 pupils, 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.

The Stapeley Broad Lane CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy
- Equality Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the 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. An accessibility audit will be completed by the school 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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Education Committee.

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

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher and Leadership Team**
- **School Business Manager**
- **Caretaker**

| Aim | Targets | Action | Person responsible | Time Scale | Success Criteria |
|---|---|--|--------------------|---|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <ul style="list-style-type: none"> • Offer a differentiated curriculum for all pupils. Providing alternative ways of giving full access to the curriculum for pupils with disabilities. E.g. different forms of exercise during PE. • Use resources tailored to the needs of pupils who require support to access the curriculum. Including organising classrooms in a way that is of benefit to all pupils, including those with disabilities. • Ensure that curriculum resources include examples of people with disabilities. • Curriculum progression tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. • School visits, including overseas visits and residential visits need to be accessible to all pupils irrespective of attainment or impairment. • Recognise and allow for additional time required by some pupils with disabilities to use | <p>To continually review the curriculum in order to meet the needs of all pupils.</p> <p>Liaise with parents during transitional periods to identify any accessibility needs that they may have.</p> <p>Ensure good links with relevant Outside Agencies- to ensure that additional support and advice is available and in place. In addition, to review intervention groups during assessment periods.</p> <p>Staff involved with organising educational visits to be aware of special requirements.</p> <p>Risk assessments to reflect considerations made for pupils with disabilities. Staff to ensure that there is equality of access and opportunity for all.</p> | <p>SLT</p> | <p>Termly</p> <p>Annually</p> <p>Termly</p> <p>Ongoing</p> <p>Ongoing</p> <p>All the time</p> | <p>All pupils, irrespective of disabilities, have full access to all parts of the curriculum and are able to participate fully in the school community. All pupils have equal access on school visits and have equal access of opportunity in all aspects of school life. Resources available to meet the needs of all children, irrespective of their needs. Staff more able and confident in fully meeting the requirements of pupils with disabilities with regard to accessing the curriculum. All children to make progress in school.</p> |

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| | school equipment, particularly during practical tasks. | | | | |
| Improve and maintain access to the physical environment | <ul style="list-style-type: none"> Continue to adapt the environment to the needs of the pupils as required. | Keep corridors clear from obstructions. | SLT | Ongoing | |
| Improve the delivery of information to pupils with a disability | <ul style="list-style-type: none"> To use a range of communication methods and resources to ensure information is accessible. This includes presenting information clearly, by using pictorial or symbolic representations, large print signs, audio tapes and Braille; these will be provided for pupils and prospective pupils who may experience difficulty with standard forms of printed information. Ensure staff are trained in appropriate methods and ways of delivering information to pupils with a disability | The school is to make itself aware of the services available through the LEA for converting written information into alternative forms. Continue to audit our current books and purchase more 'Dyslexic friendly books'. Continue to use visual timetables within classes. Review resources regularly to ensure that they are appropriate to allow access to all pupils, parents, visitors and staff. | SLT | Ongoing | Delivery of information to pupils with disabilities improved. Areas of the school made more accessible to those children with visual impairment; physical access of the school increased. |

