

ACCESSIBILITY PLAN



DOCUMENT INFORMATION			
Reviewed by:	Health and Safety Committee	Review Cycle:	3 yearly or as needed
Last Review:	November 2023	Next Review:	November 2026

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 Stanborough Primary School and Nursery we are *committed* to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion. 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.

The British Union Conference provides training on issues relating to improving access to the curriculum and understanding issues relating to the Equality Act 2010.

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 parents, staff and the governing board 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.

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Targets	Strategies	Timescale	Success Criteria
Physical Environment			
Layout of school to allow access for all children to all areas.	Consider needs of disabled children, parents/carers or visitors when considering any design/redesign.	As required	Designed buildings are usable by all.
Ensure all disabled children can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with difficulties. Develop a system to ensure all staff members are aware of their responsibilities.	As required	All disabled children and staff working alongside are safe in the event of a fire.
Ensure hearing/visual equipment in classrooms is fully functioning to support hearing/visually impaired	Seek support from specialists on the appropriate equipment.	As required	All children have access to the equipment.

Improve and maintain access to the physical environment	Include a permanent ramp for wheelchair access. Increase disabled parking bay to two. Install at least one disabled toilet with changing facilities.	Mobile ramp in place at present – look to make this permanent when the need arises. Budget for this in Summer 25 Summer 2024 As required	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height
Curriculum			
All staff to receive disability equality awareness training.	Seek training provider for disability equality awareness training.	Summer 2024	Areas of training identified. Induction procedures updated. Training takes place.
Increase awareness and confidence in teachers to be able to differentiate appropriately for children with dyslexia and dyscalculia.	Assign CPD for dyslexia and dyscalculia, differentiation and recording methods.	As required	Raised staff confidence in strategies for differentiation and increased child participation.
Visual stress and ADHD training for all staff to meet the needs of pupils across the school.	SENCO and other professionals to deliver training	As required	All children's needs can be met in the classroom

Ensure classroom support staff have specific training on disability issues.	Be aware of staff training needs. Staff access appropriate CPD. Online learning modules if required.	As required	Raised confidence of support staff.
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCO to review the needs of children and provide training for staff as needed.	Ongoing	Staff are able to enable all children to access the curriculum.
Written Information			
Improve the delivery of information to pupils with a disability	As and where required a range of communication methods to ensure information is accessible will be made available. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	Ongoing	All pupils and parents to receive information in a form that they can access. All pupil and parents to understand the information that they receive.
Languages other than English to be visible in school.	Continue to update signs and notices in class and in school with multi-lingual signs.	Ongoing	Confidence of parents to access their child's education

Provide information in other languages for children or prospective children who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered if possible. Letters and communication from the school can be accessed in a range of different languages- on request	As required	Children and/ or parents feel supported and included
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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 board.

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

- Risk assessment policy
- Health and Safety Policy
- Equality Policy
- SEND Policy