Stapleford Primary School
Church of England, VA

<u>Accessibility Plan</u>

At Stapleford 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.

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.

<u>Objectives</u>

Stapleford 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 Stapleford 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 Stapleford 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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body (FGB).

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

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**
- **SENCO**
- **Site Manager**

A plan of the school buildings is kept in the school office with this plan.

Written by: James Shillito (Headteacher) and Senior Leadership Team.
Date: September 2020
Review Date: September 2023

Physical access audit and plan					
Item	Issue	Yes	No	N/A	Action
1	Is furniture and equipment selected, adjusted and located appropriately?	X			
2	Are pathways and routes logical and well signed?	X			
3	Do you have emergency and evacuation procedures to alert all students?	X			
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X			
5	Do furniture layouts allow easy movement for students with disabilities?	X			
6	Are quiet rooms/calming rooms available to children who need this facility?	X			
7	Are car parking spaces reserved for disabled people near the main entrance?	X			
8	Are there any barriers to easy movement around the site and to the main entrance?	X			School is on a hill. Steps throughout the building.
9	Are steps needed for access to the main entrance?	X (1small step)			Ramp put in place as required
10	Do all steps have contrasting edging?	X			
11	If there are steps, is a ramp provided to access the main entrance?			X	

Item	Issue	Yes	No	N/A	Action
12	Is there a continuous handrail on each ramp and stair flight and landing.	X			
13	Is it possible for a wheelchair user to get through the principal door unaided?	X (if ramp is in place)			
14	If no, is an alternative wheelchair accessible entrance provided?			X	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X			
16	Do all internal doors allow a wheelchair user to get through unaided?		X (high handles on certain doors to prevent young children leaving classrooms)		
17	Do all the corridors have a clear, unobstructed width of 1.2m?	X			
18	Does each corridor/block/building have a wheelchair accessible toilet?		X		
19	Does the relevant block have accessible changing rooms?	X			
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	X			
21	Does the building have a lift that can be used by wheelchair user to allow access to different		X		

Item	Issue	Yes	No	N/A	Action
	levels?				
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
22	Is there a continuous handrail on each internal stair flight?	X			
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		X		
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	X			
25	Are non-visual guides used to assist people to use the buildings?		X		
26	Could any of the décor be confusing or disorientating for students with disabilities?	X			
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		Any hearing impaired children and adults are accompanied and would be visually notified.
28	Is a hearing induction loop available (either fixed or portable) in the school?		X		Would require specific risk assessment.

Learning access and audit					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X		Training is reviewed annually. Staff are informed and supported to manage individual needs.

Item	Issue	Yes	No	N/A	Action
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			Training is reviewed annually. Staff are informed and supported to manage individual needs.
3	Do all staff seek to remove all barriers to learning and participation?	X			
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X			
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X			
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X			All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.

Item	Issue	Yes	No	N/A	Action
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			
9	Do you provide access to appropriate technology for those with disabilities?	X			Specific assessments to be carried out based on individual needs.

Information access and audit plan					
Item	**Issue**	**Yes**	**No**	**N/A**	**Action**
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		X		Specific assessments are based on individual need.

Item	Issue	Yes	No	N/A	Action
2	Do you have the facilities such as ICT to produce written information in different formats?	X			
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			