



Happy. Inspired. Ready

‘Turning your ear to wisdom and applying your heart to understanding’. Proverbs 2:2

ACCESSIBILITY POLICY AND PLAN

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated		November 2019	✓
Next Review		September 2022	✓

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 children 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

St Stephen's Primary 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.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school website.

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.

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 concerns.

We have included a range of stakeholders in the development of this Accessibility Plan, including staff, pupils and governors 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.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental cognitive 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 Education 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, 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 a support assistant or adjustments to premises.

3. Access Audit

The school is separated into three buildings with wide corridors and several access points from outside.

Nursery / Early Years classrooms are on the ground floor with wide doors

Year 1 classrooms are on the ground floor of the old building with three stairs down to the classroom and stairs up to the Church playground.

Year 2 classrooms are on the first floor with lift access available but three stairs to classroom corridor

Years 4-6 accessible from playground with wide doors and lift access to upper floors

Year 3 classroom currently placed in centre of school one on ground floor permitting full access, one with stair access.

There are three disabled toilets, one in each building. All toilets are fitted with a handrail and emergency cord.

The main hall is on the ground floor and accessible to all.

There are three lifts (one in each building) which can accommodate wheelchairs and are maintained on a regular basis. Staff are trained on use of the lift.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

The school has internal emergency signage and escape routes are clearly marked.

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, e.g. lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with significant learning difficulties, school trips for pupils with medical needs. The SENCo oversees risk assessments and facilitates training to ensure barriers are overcome.

There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the building redevelopment.

There are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. The SENCo ensures P.E staff are fully informed of needs and that specialist advice is provided to support access from Occupational Therapists and Physio Therapists as appropriate. The school embraces opportunities to participate in borough sports events for children with disabilities.

The school is aware of the vulnerability of pupils with disability, medical needs, SEN and the higher risk of bullying or isolation they pose. Staff are focused on minimizing this risk through regular training.

The school has a range of updated policies reflecting current practice. Disability awareness such as hearing impairment, dyslexia, ASD, is regularly a feature of library sessions with the teacher librarian. Books are selected to ensure the positive role models or images of disabled people. Designated awareness days are acknowledged at the school e.g. Downs Awareness and fundraising for disability causes is regularly undertaken.

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. We will consult with experts when new situations regarding pupils with disabilities are presented. The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese. It will be approved by the SEN Governor, Paul Williamson.

5. Links with other policies

The accessibility plan is linked to the following policies and documents

- Risk assessments
- Health and Safety Policy
- Equality information and objectives
- Special Educational Needs Policy
- SEND Information Report
- Supporting children with medical conditions policy

6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure that all school trips are accessible to our children (and staff) with disabilities. Disability provision to be identified on the risk assessment visit.	<ul style="list-style-type: none"> RA completed and checked by SENCo before all trips 	Ongoing	SENCo/SLT	Every RA shows provision made to facilitate access for vulnerable children
To improve children's knowledge of disability	<ul style="list-style-type: none"> PHSE curriculum, whole school assemblies, library sessions, special days e.g. odd socks for Down's Awareness 	Ongoing	HT/SLT/PHSE lead All subject leaders. Termly events to be monitored by	Improved pupil knowledge and understanding of disability issues
To ensure all staff and visitors to the school are aware of any disabilities within the group they are supporting	<ul style="list-style-type: none"> Staff training, weekly TA meetings Confidential sharing of information with lunchtime and external agencies etc Review attainment and achievements in progress Meetings 	Ongoing	All staff- including admin, Club House	Pupils with disability make good progress
To continue to ensure that no communication barriers prevent the disabled stakeholders from fully participating in meetings to discuss any aspect of school life and the Disability Equality Duty	<ul style="list-style-type: none"> Termly meetings with parents of children with SEND held with SENCo to discuss general concerns, explore wider school topics SENCo has Open door policy SENCo facilitates pupil 	Ongoing	SENCo/SLT Caroline Scott as Parent Lead	Pupils and parents recognize they have a voice within the school community Regular attendance at SEN Parents Meetings

To review procedures to take into account children who find unstructured time difficult	<ul style="list-style-type: none"> Noise levels in lunch hall addressed- assembly, staff management Provision of quiet areas Provision of lunchtime library time Individual provision planning where necessary 	Ongoing	SENCo/SLT	Improved access to lunchtime facilities
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Aim 2: To improve the physical environment of the school

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To continue to ensure the building and site is fully accessible – including future refurbishment of classrooms to accommodate growth to two-form.	The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as lighting,	2019-2020	HT/ Finance and Premises Governing Team	New classrooms adhere to disability legislation

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parents/children with hearing impairment	Staff wear equipment that supports access for hearing impaired pupils as recommended by outreach team. Regular communication with parents <i>Interpreter provided for parents'</i>	Ongoing	Class teacher SMT	Two way communication in place
	To ensure all children with ASD have access to the curriculum	Regular parental communication Visits / advice from ASD outreach team Staff training prioritised	Ongoing	All staff to be aware	ASD children able to access curriculum
	To enable improved access to written information for pupils, parents and visitors	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties • Raising awareness of font size and page layouts will support pupils with visual impairments • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 			

