STALMINE ACCESSIBILITY PLAN

2024-26

Stalmine Primary School

Accessibility Plan 2024-26

Legislative Compliance

The Disability Discrimination Act

The Disability Discrimination Act (DDA) 2010 aims to end the discrimination that faces many people with disabilities. It now gives people with disabilities rights in the areas of:

- employment
- education
- access to goods, facilities and services, including larger private clubs and transport services
- buying or renting land or property, including making it easier for people with disabilities to rent property and for tenants to make disability-related adaptations
- functions of public bodies, for example issuing of licenses

The legislation requires public bodies to promote equality of opportunity for people with disabilities. It also allows the government to set minimum standards so that people with disabilities can use public transport easily.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 2010 (DDA): *A person has a disability if he or she has:*

'a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

The purpose and direction of the school's plan: vision and values:

At Stalmine Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children are at the heart.

Stalmine Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

The main priorities in the school's plan

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently of for a fixed term.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support. ▪ The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- Disabled pupils have access to extra-curricular activities.

Access to the Physical Environment			
Targets	Strategies	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors and parents, carers. Ensure the school staff & governors are aware of access issues.	a) to create individual access plans based upon individual needs and disabilities for b) to ensure staff and governors can access areas of school used for meetings. c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. d) Staff to share one page profile information with volunteers and support staff to ensure continuity of care for the children.	Head teacher Head teacher Head teacher Head teacher / Resources committee SENDCo	Plans are in place for disabled pupils, and reviewed regularly to ensure all needs are met. Plans are then shared with relevant parties to ensure all are aware of needs. Clear profiles are in place for all SEN children and one page profiles for children with an EHC.
Ensure everyone has access to Reception Area	Ensure that nothing is preventing wheelchair access	Site supervisor / Resources Committee / Head teacher H&S Committee	Disabled parents / carers / visitors feel welcome.
Ensure everyone has access to playground	Maintain the ramp up to the playground – ensuring there is clear access from KS2 entrance to the ramp.	Site supervisor / head teacher	All visitors and children able to access school playground.

Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis Plan to add yellow paint on step edges and to check regularly Plan to add reflective light strip on barrier	Site supervisor / recourses committee	Visually impaired people feel safe in school grounds. Yellow edges to be done as needed throughout the school year.
Ensure all people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the one page profile information c) Investigate the cost of an evac chair and associated training. d) Investigate the cost of a temporary ramp to cover the steps at the back of school, in the case of access to the main ramp being blocked at the back of the school building.	SENDCo Head teacher to remind staff Business Manager	All pupils and staff are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.

Access to Information			
Targets	Strategies	Responsibility	Success Criteria
Inclusive discussion of access to information for all parents	On induction ask parents about preferred formats for accessing information e.g. Braille, other languages.	Head teacher / SENCO / Assistant Head teacher / Business Manager	Staff are more aware of preferred methods of communication, and parents feel included.
Signage around school to be in other languages	Plans for welcome sign in reception – reflecting the school community's diversity.	Head teacher / SENCO	ALL people feel they are welcome in school

Access to the Curriculum			
Targets	Strategies	Responsibility	Success Criteria
Ensure all staff have specific training on disability issues.	a) Identify training needs at regular meetings.	SENDco / Head teacher	Raised confidence of all staff.
Ensure all staff area aware of disabled children's curriculum access	Set up a system of one page profiles for disabled children when appropriate. Share information with all agencies involved with each child.	SENCO	All staff are aware of individual's needs.
All school visits and trips to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports.	SENCO / PE Lead	All pupils have access to PE and are able to excel. Children's TA support as appropriate.

Review curriculum, areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	SENCO / Head teacher	Full curriculum including disability issues within all curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with staff running and organising clubs after school. Support would have to be available – especially after school.	SENCO	Disabled children feel able to participate equally in out of school activities.