



Stoke Prior School

Accessibility Plan

Introduction

At Stoke Prior Primary School we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use the school facilities. This includes those who are disabled.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

Under the Equality Act 2010 all schools should have an Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that, "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation."

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

Key Objective

To reduce and eliminate barriers to accessing the curriculum and full participation in the school community for pupils, and prospective pupils, with a disability.

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities

Aims

The Accessibility Plan is structured in compliance with the Equality Act to complement and support the school's Equality Policy and the SEN Policy.

- School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum Framework, which underpin the development of a more inclusive curriculum by:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs

- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- providing specialist equipment to aid the learning of pupils with special needs.

Organisation

a) Education and related activities

The school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of the appropriate health professionals.

b) Physical Environment

The school takes account of the needs of pupils, staff and visitors with physical difficulties, in particular:

- There are ramps or level access to all four entrance doors.
- There is an accessible toilet and a medical treatment room.

Consideration is always given to pupils, staff and visitors with special needs when planning and undertaking future improvements and refurbishments of the site and premises, such as lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.

c) Provision of Information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

d) Personal Emergency Evacuation Plan (PEEP)

Visitors with special needs should make the office aware of their condition when signing in. Mr Matt Lewis has been assigned to supervise their evacuation in the event of a fire and emergency. In the event of his absence this duty will be assigned to another member of staff.

Action Plan

See attached (*Appendix 1*)

Linked Policies

This plan will contribute to the review and revision of related school policies eg

- School Development Plan
- Building and Site Development plans
- SEN Policy
- Equal Opportunities Policy
- Curriculum policies
- Safety Audits

Accessibility Plan Reviewed: 1st December 2020 Signed:

To be Reviewed: December 2023



Accessibility Plan

	Targets	Strategies	Outcome	Time Frame	Goals Achieved
SHORT TERM	<p>To revise the Accessibility Plan in compliance with DDA.</p> <p>To obtain further information from a variety of sources regarding Accessibility and Inclusion. eg DfEE 'Accessible Schools' & National Curriculum.</p>	<p>Utilise the services of the LA to assist with the implementation of our written plan.</p> <p>Ensure available information is acquired and is accessible to staff.</p>	Update our own plan, providing written information in a clearly understood format.	December 2020	School complies with requirement of DDA
LONG/MEDIUM TERM	To approve the updated Accessibility Plan with staff and the Governing Body and implement it's recommendations	<p>Discuss with staff.</p> <p>Take revised plan to Governors for approval.</p>	All staff and governors familiar with the plans aims and objectives	Spring 2021	Governors approve new plan.
	<p>Continue to provide training and support for staff in areas of specific learning difficulties and medical needs eg</p> <ul style="list-style-type: none"> • Type 1 Diabetes • ADHD <p>To investigate other measures the school can take to ensure it is better able to meet the needs of all pupils.</p> <p>Carry out regular checks and inspections on school buildings and grounds to ensure the school provides a safe environment for all our pupils</p>	<p>Improve provision for children attending school with medical needs/disabilities</p> <p>To attend training courses.</p> <p>To differentiate work appropriately.</p> <p>Obtain information from a variety of sources on aids and resources available.</p> <p>Safety Audit Monthly Health & Safety check</p>	<p>Staff are more able to meet the disabled child's needs as they progress through the school.</p> <p>To feedback information to all staff and raise awareness of specific disabilities. Evidence within classroom</p> <p>Feedback to staff and governors</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Evidence of staff and pupils supporting pupils effectively</p> <p>All pupils needs are met by the school</p> <p>A safe school environment</p>