

Accessibility Plan



Stockham Primary School Accessibility Plan: 2024-2027

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Reviewed by:	Governing Body
Date of the last Review:	January 2020
Next Review Date:	January 2027

Accessibility Plan

Stockham School is committed to ensuring equal treatment of all its children, employees and any others involved in the school community, with any form of disability and will ensure that people with disabilities are not treated less favourably in any procedures, practices and service delivery.

We aim to develop a culture of inclusion and diversity in which people with disabilities are able to participate fully in school life. Reasonable adjustments will be made to make sure that the whole school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

INTRODUCTION

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan. The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial.

DEFINITION OF DISABILITY

Whether or not a disabled pupil is at a substantial disadvantage or not will depend on the individual situation. These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing. The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. Impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorize, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability. Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have an 'Education, Health Care Plan (EHCP)'. Just because a disabled pupil has SEN or has an EHCP does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have an EHCP will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with

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SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

General Duties

We will actively seek to:

- Promote equality of opportunity between people with disabilities and other persons. Eliminate discrimination that is unlawful under the Act.
- Eliminate harassment of people with disabilities that is related to their disabilities.
- Promote positive attitudes towards people with disabilities.
- Encourage participation by people with disabilities in public life. It is also important to respect the wishes of children with disabilities so that they do not feel pushed into activities they do not wish to take part in.
- Take steps to take account of the different disabilities that people have, even where that involves treating disabled persons more favourably than other persons.

This is also known as the Disability Equality Duty (DED) and applies to all children with disabilities, staff and those using services provided by Stockham School.

In addition to the above general duty to promote Disability Equality, Stockham School has specific duties placed on it to:

- Appraise and update the Disability Equality Scheme every two years
- Report on progress annually

Specific Duty

The production of this disability equality scheme provides a framework for integrating disability equality into all aspects of school life. The objectives, specific actions being taken and measures of success are outlined in the table(s) below:

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Physical Access

Objectives	Current Practice	Action	Responsibility and Timeframe	Success Criteria
To ensure that there are no physical barriers to access for pupils with disabilities	<ul style="list-style-type: none"> Review fire evacuation procedures where necessary Teachers with children with disabilities to inform Head/SENDCo if any issues of access or mobility arise. Ensure school premises are easy to access for all, making alterations / adaptations when necessary. 	<p>H&S governor to review x 3 a year</p> <p>H&S team audit annually</p> <p>Teachers to discuss any issues with parents and SENDCO at Pupil Profile meetings 3x a year.</p>	HT on a termly basis	Children and staff have full and inclusive access to all facilities in school
To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment as and when appropriate, specific for individual children.	<ul style="list-style-type: none"> Discussions and staff meeting time- how to identify children with physical difficulties – OCC SEND guidance. Teachers to review children's seating positions and classroom layout in respect of children's hearing and vision. Are children seated in the most accessible places 	Think about classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc in regard to all children with SEN and disabilities	Termly review by class teachers (in collaboration with HT/SENDCo) of children requiring access arrangements.	Specific needs of any new or current pupil with a disability are identified and planned for. Staff will have the knowledge to identify different children's needs.
To ensure children with disabilities have appropriate equipment to access their learning	<ul style="list-style-type: none"> School to purchase any additional furniture/equipment needed e.g. wobble cushions, ADHD resources (fiddly toys), coloured overlays, Dyslexic friendly reading material 	Teachers to discuss any issues with parents and SENDCO at Pupil Profile meetings 3x a year.	HT/SENDCo on a termly basis	Children will have the appropriate equipment they need in order to make progress in their learning.

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	(Magic Belt), left handed scissors etc. <ul style="list-style-type: none"> • Individual lap-tops available for use 			
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Access to Information

Objectives	Current Practice	Action	Responsibility and Timeframe	Success Criteria
To enable parents with IT or learning difficulties to access information sent from school, e.g. class letters, newsletters via e-mail, direct updates from teachers/TA/office staff	<ul style="list-style-type: none"> • To identify parents who have IT access, learning or language difficulties that limit their access to information. • HT to meet with identified parents and discuss any concerns/problems they have with accessing information. • Establish a school system for recording if a parent has a disability or difficulty accessing information. • Office staff/HT to keep note of parents preferred method of communication and report back to Class Teachers. • HT to liaise with office staff about alternative methods of communication 	Head / Foundation stage teacher to review new admissions – Term 6 each year	HT and SLT on an annual basis	If parents are unable to access the internet, hard copies of letters and newsletters will be sent out. If parents have difficulties reading information then staff can update them with key information verbally or help with completion of forms etc
To ensure all parents, especially those who are unable to come to school because of physical difficulties, can easily access	<ul style="list-style-type: none"> • Policies to be published on website and available via the office • Class teachers to ensure homework and class notices are published both online, via Parentmail and ClassDojo and 	Subject Leaders, Class Teachers and office staff are aware of how to access and provide information to	HT on an annual basis	All parents will be able to access information about their child on-line or via telephone conversation if they are

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information about school policies, homework and specific data relating to their child on-line.	with physical copies sent home as needed, with clear instructions to help children who have additional needs.	parents/carers in most accessible format		physically unable to come into school.
To ensure parents of children with additional needs have access to relevant information about where to access help and support, both from school and from external agencies	<ul style="list-style-type: none"> • SENDIASS (Formally Parent Partnership) leaflets to be available in school office. • Use of home school link worker to support children and families. • SENDCo to provide information in informal coffee mornings • SNASt to support with accessing information. • Use newsletter to promote services. 	SENDCo to co-ordinate flow of information as required	HT/SENCo on a termly basis	All parents who have children with additional needs will be know who to go to, to access support and help.

Access to Curriculum

Objectives	Current Practice	Action	Responsibility and Timeframe	Success Criteria
To meet the needs of children with SEND across the school	<ul style="list-style-type: none"> • To access outreach support, if needed, to work with individuals who have specific SEND needs. • SNASt to provide support in school as appropriate 	SENDCo, in conjunction with Class Teachers, Subject Leads and TAs, to understand the needs of children with SEND	HT, SENDCo, Foundation Stage Teachers and class teachers on a termly basis	Pupils receive the support and help they need in order to progress in their learning. A quality first approach to teaching

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	<ul style="list-style-type: none"> • To provide updates and training for staff regularly when a child with a new and different need enters our school • Assess TA provision as necessary to meet the wide range of needs • To ensure early identification of SEND children in order to develop a more proactive approach to provision • Use of other agencies as required – Educational Psychologist, SALT, SENSS, Complex Needs and Downs Syndrome etc. 	<p>and to provide appropriate support and interventions as required</p> <p>SENDCo/SNAST and representatives from other agencies</p>		<p>and planning meets the needs of pupils with SEN/AEN.</p> <p>Fully inclusive wider curriculum.</p> <p>School is aware of any special provision required to the meet the needs of individual disabled pupils and others. We will know who to contact to access help, support and guidance and relevant training and development.</p>
<p>To increase awareness and understanding of dyslexia across the school</p>	<ul style="list-style-type: none"> • Make staff aware of Intervention programmes that can be used for children with Literacy difficulties • Meetings 3 x a year with Teacher, TA and SENDCo to discuss interventions and impact • Meet with parents who have a dyslexic child to raise their awareness and understanding of how they can support their children • All staff to request support from SENDCo or SNAST if they are concerned a child in class may have dyslexia. • Provide teachers with dyslexia checklist for children about whom they have concerns 	<p>SENDCo/SNAST and class teachers/TAs to review the needs for dyslexic or children with suspected dyslexia</p>	<p>HT/SENDCo to review termly</p>	<p>Dyslexic pupils are given the appropriate support and guidance to progress their learning</p>

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	<ul style="list-style-type: none"> • SENDCo/SNAST to advise teachers and TAs about programmes to use • Staff who have attended dyslexia training courses to feed back at staff meeting. • Source new reading materials and interventions which are dyslexia friendly 			
<p>Ensure the curriculum is fully accessible to all pupils and there is effective working space for SEND children</p>	<ul style="list-style-type: none"> • Promote awareness of disability issues through PSHCE and assemblies. • Use of visual timetables across the school in classrooms • Provide specialist aids, equipment and ICT where appropriate • Risk assessments enable children with disabilities to have full access to school life including trips and overnight stays. • Explore Braille, audio CD and Loop systems for VI and HI pupils if needed. • Use bungalow for interventions in the afternoon • Use of SWAMP and quiet working areas within the school • Some children may require their own personalised workstation within the class 	<p>SENDCo/TA's/HT</p>	<p>HT, SENDCo and subject leads to review on a termly basis</p>	<p>Pupils will show greater understanding of issues around disability</p> <p>Ensure inclusivity for all pupils with SEND so that children view disability without bias and disability is considered a norm e.g. in visual displays around the school</p> <p>Disabled pupils have access to equipment appropriate to their needs.</p> <p>Visual timetables support all children</p> <p>Wheelchair access across the school.</p>

Version History

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Version	Date	Description of Changes -
1.0	January 2024	Issuance of the policy in new template with minor changes to policy content