



# ACCESSIBILITY PLAN

Updated by	Mrs H McCammond
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Ratified by	Resources Committee
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Signed by	Gary Murton
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Statutory Policy	Yes

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## 1. Aims

**STOKENCHURCH** Primary School and Nursery are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our 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.

At **STOKENCHURCH** Primary School and Nursery, we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender). We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff 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 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational 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, and 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises

### 3. Action plan

<p>Ensure equal access to the curriculum for all, including pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>	<ul style="list-style-type: none"> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<p>Ensure the school staff and Governors are aware of access issues ('access' meaning 'access to' and 'access from')</p> <p>Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process</p> <p>Ensure staff and Governors can access areas of school used for meetings</p> <p>Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired</p> <p>Communication in print around school to help children's understanding and visual recognition</p>	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; Governors are confident that their needs are met.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school</p> <p>PEEPs are prepared and reviewed as individual needs change</p>
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<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• Ramps</li>   <li>• Disabled parking bays</li>     <li>• Disabled toilets and changing facilities</li>     <li>• Library shelves at wheelchair-accessible height</li> <li>• Doors and corridors can accommodate wheelchair movement</li>   <li>• Adventure trail far end of field can be reached from the flat playground</li> </ul>		<p>Ensure ramps and lifting equipment is serviced in line with manufacturer's recommendations to ensure they are in full working order at all times</p> <p>Disabled bay for parking in the staff car park</p> <p>Disabled toilets accessible at various points in the school. (front-entrance/rear of school hall/ KS2 area) Space available for changing if necessary. Alarm fitted in each.</p> <p>Some shelves are accessible, others would need help to access</p> <p>Doors and corridors are wide enough to accommodate wheelchairs</p> <p>Adult presence required</p>	<p>ongoing</p>	<p>Ramps. Lifting equipment is fit for purpose as and when required</p> <p>Parking bay clearly identified and marked accordingly. Parking bay is kept free for those entitled to use it. Positioned at the nearest point to the school building.</p> <p>Wheelchair users able to access all reading materials with support from librarian</p> <p>Those needing to use the facilities are able to do so independently</p> <p>Wheelchair users are able to access and move around the school buildings with ease</p> <p>Movement through the school is unhindered and wheelchair users can do so independently</p> <p>Access to equipment is available for all</p>
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	<p>Quiet garden with pond area</p> <p>All fire exits are clearly identifiable and signed</p> <p>All outside steps have their edges painted to highlight the edge to aid VI members of the school community</p> <p>Sensory feedback need identified</p>	<p>Enable the area to be used safely by all</p> <p>Ensure safe evacuation in case of emergency</p> <p>To identify hazards and keep all safe</p> <p>Optimise possibilities for learning</p>	<p>Adult presence required</p> <p>Educate children to the dangers</p> <p>Health and Safety termly checks</p> <p>Health and Safety termly checks for wear and tear and addressed accordingly</p> <p>In liaison with SENCOs and in line with SSP's, provide children with the sensory feedback they require, eg. Wobble cushion, resistance bands, weighted lap bags etc.</p>	<p>ongoing</p>	<p>Children are able to access the area safely</p> <p>All fire exits are clearly signed</p> <p>Steps have clear lines painted along the edge.</p> <p>Children with sensory needs are given the support they need to engage with their learning</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <p>Internal signage</p> <p>Large print resources are available on request via the school photocopier</p> <p>Induction loops</p> <p>Pictorial or symbolic representations in classrooms (as required on an individual basis)</p>		<p>Internal and external signage to be clear and visible</p> <p>Large print resources available on request</p> <p>None currently on site. Teacher microphone available.</p> <p>Teachers will use pictorial or symbolic representations in classrooms as required</p>		<p>Communication and the delivery of information meets the needs of all those with a disability</p>

<p>Site access</p>	<p>Site is predominantly flat with low level risers to access the building.</p> <p>Stairs up to HT office and staff room has handrails on each side.</p> <p>Steps to hall and EYFS area- these areas can be accessed via lifting equipment or alternative routes with no stairs.</p> <p>Consideration made to parents/ carers accessibility for meetings in school where necessary (wheelchair users/ crutches etc.)</p>	<p>To enable all of the school community access to the facilities</p>	<p>Ensure staff members are aware of alternative routes around the school</p> <p>Equipment serviced in line with manufacturer's recommendations to ensure it is fully functional at all times</p> <p>Meeting rooms for parental consultations available as needed on ground level</p>	<p>Ongoing- during Induction for new staff</p>	<p>Site is accessible to all</p> <p>Service records available for checking</p> <p>Staff consider accessibility when making appointments with parents/ carers/ other professionals</p>
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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher.

It will be approved by the Resources committee.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy