



Accessibility plan

Stafford Leys Primary School

Approved by: Local Governing Board

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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 pupils 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

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.

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

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 these concerns.

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 he or she has a physical or mental 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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Ensure we maintain full access to the curriculum for pupils with a disability</p>	<p>Our school offers an inclusive curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Teaching staff use strategies that are specific to the needs of children with impairments as directed by external agencies as professional experts in their field</p> <p>All trip leaders support the inclusion of children with impairments into the extended curriculum including trips and visits</p>	<p>Curriculum resources include examples of people with 'visible' disabilities</p> <p>For children with disabilities to take part in inclusive sports</p> <p>Teaching and learning are inclusive</p> <p>All children are included in opportunities</p>	<p>Planning should include checking to ensure a mix of resources, including images are used</p> <p>Clubs run that are disability friendly</p> <p>Tournaments entered that are disability friendly</p> <p>Proactive planning using the best strategies to support individuals</p> <p>Trip leaders to ensure all children's needs are catered for when planning trips</p>	<p>YS</p> <p>PE leads</p> <p>SHo</p> <p>Phase leaders</p> <p>Luke Thorne</p> <p>Teachers</p> <p>Trip Leaders</p>	<p>Sep 2023 onwards</p>	<p>All children are able to take part in competitive sport.</p> <p>Children are able to identify with resources and see children with 'visible' disabilities.</p> <p>Inclusive teaching practice</p> <p>All children have access opportunities to wider school life</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramp at the front of the school. ● A passenger lift in Reception leading to the hall. ● Corridor width and open spaces are uncluttered. ● 2 disabled parking bays ● Disabled toilets for pupils and staff ● Medical room, including a shower 	<p>In any future builds we need to increase the number of disabled toilets.</p>	<p>Planning for sport hall and toilets needs to include disabled access and toilet</p>	<p>AK Andres</p>	<p>As future building allows</p>	<p>At least 2 disabled toilets.</p>
<p>Improve the delivery of information to pupils and parents with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Internal signage ● Large print resources ● Hearing support microphones ● Pictorial or symbolic representations – visual timetables ● Text and email communication service for hearing impaired parents ● Flashing beacons that work alongside the fire alarm for people with auditory impairment. 	<p>Ensure all information about the school is readily available on the website.</p>		<p>SHo</p>	<p>Ongoing</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by The school's local governing body.

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
- Supporting pupils with medical conditions policy

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single story building with some steps leading from the reception area to the large hall. Lift fitted to aid access.	Lift to be serviced regularly in line with Health and Safety requirements.	AA	Ongoing
Corridor access	Wide corridors that are kept clear throughout.			
Lifts	One lift leading from the reception area to the large hall	Lift to be serviced regularly in line with Health and Safety requirements.	AA	Ongoing
Parking bays	Two marked disabled parking bays. Each have the hatching on opposite sides.			
Entrances	Ramp access to the main entrance of the building.			
Ramps	Ramp access to the main entrance of the building.			
Toilets	Disabled toilets available for staff, pupils and visitors.	Additional accessible toilets to be included within any future building/development projects.	AK AA	As appropriate
Reception area	Accessible via a ramp. Wide doors.			
Internal signage	Clear signage throughout.			

Emergency
escape routes

Clear signage and flashing
beacons.