



Accessibility Plan 2021 - 2024

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	6
5. Links with other policies	6

1. Aims

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 e.g. local authority, Trust schools, outside agencies etc.

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.

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 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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	IMPACT
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Termly parental liaison to review and plan provision 	<p>Staff and SenCo to cyclically review the needs of pupils.</p> <p>Training courses to meet student need as appropriate.</p> <p>Liaison with specialist services</p> <p>Ensure prospective and new parents have an opportunity to discuss accessibility issues.</p> <p>Liaison with parents to raise issues which may affect and support pupils and their families.</p> <p>Purchase of specialised equipment as necessary.</p> <p>Adaption of assessment techniques (incl SATS) as necessary.</p> <p>Effective provision maps</p> <p>Continuing to encourage high expectations for Wave 1, 2 and 3 provision among staff and pupils</p> <p>Children with asthma/medical conditions are known to all staff and inhalers and records are kept in the classroom or with medication in the office. All medical information is collated and displayed and Administration of Medication procedures followed.</p> <p>Continue aim for all children to access trips and make adaptations to enable this</p>	<p>Staff SENCo Headteacher</p>	<p>As necessary to each individual case Ongoing</p>	<p>Good impact as reported in SEN report to Governors. Strengths include:</p> <p>Staff training to meet specific needs (hearing impairment; attachment)</p> <p>Progress on provision map</p> <p>Liaison with outside agencies</p> <p>Transition of pupils back to our school from special placements</p>



Stottesdon C. of E. Primary School and Nursery

The Shropshire Gateway Educational Trust



AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	IMPACT
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets 	<p>Any physical changes to the school environment should take account of children with disabilities</p> <p>To respond to any individual needs that pose themselves to the school.</p> <p>To audit physical changes needed to meet the needs of any pupils within the school</p> <p>All purchases and repair to take into account the needs of all children.</p>	<p>Headteacher Trust Estates Manager Trust Business Manager</p>	<p>As necessary To complete before any children with new needs join the school</p>	<p>All pupils can access all areas of the school.</p> <p>Hall development added slope to hall from car park and wheel chair access to rear EYFS area and hall from the main school</p>



Stottesdon C. of E. Primary School and Nursery

The Shropshire Gateway Educational Trust



AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	IMPACT
<p>Improve the delivery of information to pupils 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 • Induction loops • Pictorial or symbolic representations • Other formats, where possible, as requested 	<p>To actively seek communication information upon entry (incl liaison with previous settings).</p> <p>Parents know that alternative formats are available to them</p> <p>To use LEA advice services for alternative formats</p> <p>To use internet language services e.g. for our website</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Communication with families is a strength - see stakeholder feedback.</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 governing body.

5. Links with other policies

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

- › 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
- › Safeguarding Policy