

Accessibility plan

Stone CE Combined School



Approved by: Governing body

Date: [Date]

Last reviewed on: Summer 2021

Next review due by: Summer 2024

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 school vision is:

*'Love one another as I have loved you' (John 13:34-35),
helping each other to reach for the stars.*

The whole school community aspires to fulfil this vision through our Christian values of community, perseverance, honesty, compassion, respect and responsibility each being a 'stepping stone' to success.

The 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 disabled people are not treated less favorably in any procedures, practices and service delivery.

Through our vision, we aim to develop a culture of inclusion and diversity in which disabled people are able to participate fully in school life. The achievement of disabled children is monitored and this data is used to raise standards and ensure inclusive teaching. Reasonable adjustments are made to make sure that the whole school environment is as accessible as possible. At Stone CE Combined School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit the school.

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.

Our school complaints procedure can be followed if you have any concerns relating to accessibility in school.

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

3. Action plan

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

TARGET	STRATEGIES	TIMESCALE	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none">• Our school offers an adapted 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.• Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired.• Work with external professionals to ensure that we are providing suitable support to those with disabilities	Ongoing – progress reviewed termly.	Inclusion manager Class teachers	<ul style="list-style-type: none">• Disabled pupils make the progress increases of which they are capable• Disabled pupils access all curriculum subjects.• The community is inclusive towards people with disabilities.• There are no incidents of prejudice towards those with disabilities.

TARGET	STRATEGIES	TIMESCALE	PERSON RESPONSIBLE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilet • Library shelves at wheelchair-accessible height • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school becomes physically impaired. • Work with external professionals to ensure that we are providing suitable support to those with disabilities 	Ongoing – reviewed annually	<p>School business manager/headteacher</p> <p>Inclusion manager</p>	<ul style="list-style-type: none"> • Disabled members of the community are able to access all areas of the school.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Visual signage and resources • Pastel paper used where at all possible • Large print used where necessary • Work with external professionals to ensure that we are providing suitable support to those with disabilities 	Ongoing - reviewed at least annually	<p>Inclusion manager</p> <p>All staff creating resources/signage</p>	<ul style="list-style-type: none"> • Disabled pupils make the progress increases of which they are capable • Disabled pupils access all curriculum subjects. • Disabled members of the community confidently navigate around the site

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 board.

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