



Stanley Common Church of England
Primary School

Stanley Common
Church of England Primary School

Accessibility Plan

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Statement of intent

This plan outlines how **Stanley Common Church of England Primary School** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

Pupils' parents.

- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. [New] Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. [New] Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	To ensure that the curriculum is accessible to all.	Audit of the curriculum provision	Headteacher Teachers SENCO	Autumn 2023	Management and teaching staff are aware of the need for the curriculum to be accessible for all.	Spring 2024
	To ensure that all staff members (including midday supervisors) have the skills necessary to support pupils with SEND.	INSET provided to staff members Staff Meeting time - Adapated learning training	Headteacher SSIO SENCO	Autumn 2023	Staff members have the skills to support pupils with SEND	Spring 2024
Medium term	To ensure that school trips and visits include children with SEND.	Needs of pupils with SEND are incorporated into the planning and risk assessment process	Teachers SENCO	Summer 2023	Pupils with SEND are included safely in school trips.	Autumn 2023
Long term	Review and evaluate assess how pupils with SEND access lessons and the potential barriers	Audit ICT resources to ensure needs are met. Provide tablets and other adjustments for pupils with SEND	Headteacher ICT Lead SENCO	Summer 2023	Pupils with SEND can access lessons are not being prevented from accessing lessons due to resources or the physical environment.	Autumn 2023

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Carpark, pathways and playground need to be clear of leaves and debris.	Audit of physical environment with Site Manager	SBM Site Manager	Summer 2023	Areas are clear for children and staff to access into school and on the school premises.	Summer 2023
Medium term	Corridors / cloakrooms are not always clear of coats and bags, potentially restricting access and presenting hazards.	Ensure every pupil has a peg. Provide neat boxes for further belongings.	Site Manager Teachers Headteacher	Autumn 2023	Learning environment is accessible to pupils with visual impairments and wheelchair users.	Autumn 2023
Long term	Disabled toilet is not easily accessible	Ensure that the door is accessible and the room is not used for storing items.	All Staff	Autumn 2024	School toilets are fully accessible	Summer 2024

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensuring that information is accessible to parents and carers.	New website to support ease of access and refresh type of information. Ensure that information is sent / available in different formats: website, email, Parent Hub, paper copies.	Headteacher Teachers	Autumn 2023	School is aware of accessibility gaps to its information delivery procedures and is able to amend as appropriate.	Spring 2024
	School website is not accessible to children with SEND	Schools seeks advice from external advisors and SSIO.	SENCO Headteacher ICT Lead	Autumn 2023	Website is fully accessible School is aware of local services for converting written information into alternative formats	Spring 2024
Medium term	Parents and carers do not have all information to hand.	Ensure all expectations are communicated to all parents. School Booklet 'Working Together' to be sent out to all parents and carers. Sign up to Class Dojo	Headteacher Office Staff	Spring 2024	All parents and carers will have relevant information that corresponds to the year group that their child is in. Parents and carers will be able to use this as an ongoing reference point.	Summer 2024

Long term	Newsletters need to ensure up-to-date information and dates of events etc.	School staff should ensure information is provided in a timely manner so that Newsletter can be uploaded/ sent out in plenty of time and before events.	Headteacher Office Staff Teachers	Autumn 2023	Parents will be provided with information, updates, etc, before each half term. Parents can plan more effectively.	Spring 2024
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Monitoring and review

This plan will be reviewed on an [annual](#) basis by the governing board and headteacher. The next scheduled review date for this plan is [July 2024](#) Any changes to this plan will be communicated to all staff members and relevant stakeholders.