

## **Stanion CEVA Primary School**

### **Accessibility Plan 2021-2024**



#### **Introduction:**

The SEN and Disability Act 2001, extended the Disability Discrimination Act 1995, (DDA) and was further enhanced and modified by the Equality Act 2010 to cover education. These acts were introduced with the aim of ensuring that all disabled people have an opportunity to participate equally in society. Under the Equality Act, Disability is a specific, 'Protected Characteristic'.

Responsibilities for the school under these acts with respect to disability are largely as follows:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

As well as our pupils and staff, we must make sure that other people who visit or use Stanion CEVA Primary School can use our facilities with ease. We want to provide an accessible and comfortable place for everyone who uses it.

This Plan sets out the school's proposals to increase access to education for disabled pupils in three areas and is valid for the period September 2021 to September 2024:

- To increase the extent to which disabled pupils can participate in the school curriculum;
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- To improve the delivery of information to disabled pupils.

**Current Arrangements:**

Stanion CEVA Primary School's Accessibility Policy encourages people to discuss with us disability considerations with respect to their child or themselves, so that individual plans can be put in place. This will ensure that they can be given the most effective opportunity and access. However, it remains our policy to have due regard to accessibility for all with respect to any decisions made affecting accessibility and the policies therein.

**Stanion CEVA Primary School's Accessibility Policy**

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

**The Physical Environment:**

Further improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- The current premises design and layout has full regard for accessibility and includes sloped entrances/exits, wide wheel chair friendly classrooms, passages and doorways. The school also incorporates a toilet accessible to children/visitors with disabilities.
- The playground is also fully accessible with no restrictions.

- Evacuation Procedures: Stanion CEVA Primary School's fire and evacuation policy lays down basic procedures for the safe efficient evacuation of the school buildings. These procedures could be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and could be set out in the individual plan for the pupil. The current evacuation assembly point is the school playground. Evacuation is via the nearest external door.

### **Curriculum Access – Teaching and Learning:**

Further increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils; (if a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- At Stanion CEVA Primary School we will do everything in our power to support pupils with a range of disabilities including, sight and hearing, physical disability as well as learning difficulties of varying degrees. Decisions are to be taken on an individual basis with due regard for a child's needs.
- Our teachers understand that pupils have different ways of learning and adapt their lessons to the different groups within their class.
- At Stanion CEVA Primary School arrangements for play, recreation and other aspects of a child's social development are incorporated into the child's individual education plan. The suitability and adaptation of any event / experience, and the need for additional support, is discussed fully with the parents in advance.

### **Access to Written Information:**

Further improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We currently have a varied methodology for communicating with parents, carers and pupils, these include:

- Repeating the information whilst speaking at parent attended assemblies and parents' evenings;
- Letters / emails we send home about specific events and projects;
- Newsletters by Parent Mail or paper copies;
- Information posted on our Web site and Social Media accounts;
- Phoning parents when we know that they cannot read the information we send home.

#### **Accessibility Action Plan:**

Below is an Action Plan relating to these key aspects of accessibility. The school will work in partnership with Governors in developing and implementing this plan. The Plan will be monitored through the governors' Resources Committee. The plan will be reviewed and adjusted on an annual basis by the Local Governing Body. New Plans will be drawn up every three years.

With regards to the part of the Action Plan for physical accessibility, it may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans.

During the natural review of policies, the school will consider and include measures to address disability access to ensure policies are fully inclusive of issues related to disability and reflect current legislation. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. This Accessibility Plan shall be published on the school website – [www.stanionprimary.co.uk](http://www.stanionprimary.co.uk)

Action/Target	Strategies	Who	Timescale	Success Criteria	Cost
Further improve the Physical Access	Provide Disabled Parking Bay	HT/Resources Comm	Summer 2022	Disabled Parking Bay accessible in car park.	£250

To ensure that pupils with a disability are treated as favourably as those without a disability.	Review and where appropriate update the policies for Behaviour, Anti Bullying, Equal Opportunities, SEND, PSHE and Teaching and Learning to consider the needs of those with a disability.	SLT and Governors	Ongoing	The needs of those with a disability are considered in everything the school does.	N/A
To ensure that all members of the school community are aware of the disability access plan and are able to make contributions going forward.	The Disability Equality Plan will be available on the web site and in any other requested format. The school newsletter and website used to inform everyone and encourage access to the Plan.	SLT	Ongoing	All stakeholders to be aware of the Accessibility Plan and to make contributions moving forward.	N/A

To ensure that the school is meeting the individual needs of pupils with a disability.	Review attainment and achievement data, attendance data, exclusion data, pupil attitude surveys, behaviour and bullying records to identify areas where those disabilities are disadvantaged.	All Staff	Ongoing	Children with a disability 'enjoy and achieve' at school.	N/A
To ensure full access to all areas for pupils with a disability.	Identify where the physical environment needs to be improved for pupils, staff, parents or governors.	SLT and Governors	Ongoing	A school environment that fulfils the needs of all.	N/A
To review the safety of the school grounds and play surfaces to increase safety for all children.	All outside projects consider the needs of the visually impaired and children with other disabilities.	SLT and Governors	Ongoing	Accessibility to all areas for all children.	N/A

To ensure that any major alterations or school refurbishment projects provide improved facilities for all users of the school with a disability.	Consider the requirements of those with a disability when planning any large capital project.	SLT and Governors	As applicable	A school building that meets the needs of all users with a disability.	N/A
To provide information to pupils and parents in an appropriate format.	Where required, school will contact relevant authorities to provide information in a format appropriate to particular disabilities.	SLT and Office Staff	Ongoing	Information is available to all irrespective of their disability.	N/A
Ensure that staff members with a disability are supported and the school makes reasonable adjustments to allow them to work effectively.	Recruitment, developments and retention information should be analysed to ensure that there are no signs that staff with a disability	SLT and Governors	Ongoing	The school is an 'Equal Opportunity' employer.	N/A

	are disadvantaged in any way.				
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