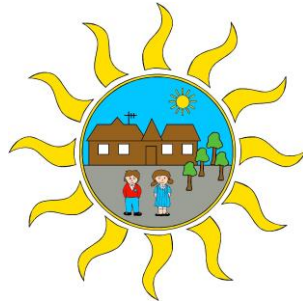


Accessibility Policy and Plan

Stedham Primary School



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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

Stedham Primary 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. Please also refer to our Single Equalities Policy.

The plan will be made available online on our 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'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.

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 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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities and we work with a local charity (Just Different) to raise disability awareness.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Short term: On a daily basis, all pupils within the school will be able to fully access the school's curriculum and all specific needs will be met for relevant pupils in every lesson.</p> <p>Medium Term: High quality provision will mean that any attainment gap between pupils with a disability and their peers will be diminished.</p> <p>Long term: For all pupils to have a secure and full understanding of disability.</p> <p>For there to be no significant difference in attainment between pupils with a disability and their peers.</p>	<p>Put in place required / identified adjustments to daily practice.</p> <p>Monitor data after each half term assessment to compare attainment of pupils with a disability against their peers and identify any pupils who require additional support or adjustment.</p> <p>Book Just Different to come into school every other year.</p> <p>Frequent adjustment of provision in response to identification of needs from data reviews and in response to advice from professionals.</p>	<p>Class Teachers</p> <p>Headteacher and governor allocated to monitor this area</p> <p>Headteacher</p> <p>SENDCO and Class Teachers</p>	<p>Ongoing</p> <p>After each half term assessment</p> <p>Autumn term 2017</p> <p>Ongoing</p>	<p>All pupils will have their needs met in the classroom through the tailoring of resources and provision.</p> <p>There will be close monitoring of attainment of pupils with disabilities and outcomes of monitoring will be used to further improve provision for this focus group.</p> <p>Just Different will run a disability awareness day in school every other year.</p> <p>Pupils with a disability will attain in line with their peers.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> • <i>Arrangement of furniture in classrooms</i> • <i>Ramps</i> • <i>Signage</i> 	<p>Short Term: To ensure the site remains accessible at all times to any pupils, staff or visitors with a disability.</p> <p>Long Term: There will be a disabled toilet specifically for pupils rather than sharing the adult toilet.</p>	<p>Annual accessibility review of the site to update action plan as needed and ongoing reviews as part of site overview and management.</p> <p>Continue to request access to LA Capital funding for toilet redevelopment during annual Premises Development Plan meeting with LA Surveyor.</p>	<p>Headteacher, SBM and Premises Officer</p> <p>Headteacher and SBM</p>	<p>July each year for annual review and weekly as part of site walk</p> <p>Spring Term annually to make request.</p>	<p>The site will always be fully accessible to anyone with a disability.</p> <p>There will be a pupils' disabled toilet facility in school.</p>
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p>Short Term: All pupils will be able to access all relevant information.</p>	<p>Adapt resources as identified for relevant pupils.</p>	<p>Class Teachers</p>	<p>Ongoing</p>	<p>Pupils with a disability will be able to access the same information as any other pupil can.</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 Governor responsible for monitoring disability and equality.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication – on website
- Special educational needs and Disabilities (SEND) information report
- Supporting pupils with medical conditions policy

Appendix A: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	This is a one storey building other than a mezzanine floor, which is out of bounds to pupils.	We currently have no members of staff who due to a disability are unable to access the mezzanine floor but if that changed, we would review and put in place a procedure to allow them to obtain the resources they required from this storage area.	Headteacher	As required if a member of staff joined the school.
Corridor access	All corridors have a clear, unobstructed width of at least 1.2m	Regular monitoring to ensure that corridors are not obstructed at any time to the point that a wheelchair user could not get through. Ensure temporary partial obstructions such as deliveries are removed in a timely manner.	All staff Office staff and premises officer	Ongoing
Parking bays	There are parking bays on site for school staff. None are marked as a disabled bay. If a disabled visitor required access to the site to park, this would be given and a bay kept free for them.	When notified by a visitor with disability that parking will be required, ensure a bay is kept free through the use of cones.	Premises Officer	As required
Entrances	The main entrance is a wooden door leading into a very small porch with another internal door, making it challenging for wheelchair users to negotiate their entrance unaided.	All visitors to the site cannot access the front door without being buzzed into the playground by a member of staff. The staff member will meet them at the door to aid their access e.g. by wedging open the doors.	Any member of staff letting in a visitor with a disability	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	There is a ramp up to the classroom door of the Foxes classroom and another at the back of the school to access the play equipment area. No internal ramps needed.	Ensure both ramps are always accessible, particularly in the winter months by ensuring leaves are regularly removed and ramps are gritted in icy conditions.	Premises Officer and Caretaker	Ongoing
Toilets	One of the two staff toilets is also a disabled toilet. This has relevant signage. The toilet is sited near the chairs in the reception waiting area – these chairs sometimes get moved right over which may make it difficult for wheelchair users to open and access the doorway.	Ensure the chairs are moved back as far as they can go and particularly ensure this is addressed when wheelchair users are on site.	All staff	Ongoing
Reception area	The reception area is an open corridor coming off the main entrance. The school office is off this area. There is room for a wheelchair user to wait in this area although this would then partially block access to the photocopier and one staff toilet.	Ensure the reception area is always kept clear of obstructions to allow wheelchair users to wait without obstructing other areas.	All staff	Ongoing
Internal signage	There is good signage throughout the school.	Monitor signage as part of termly H&S walks to ensure it remains relevant and is not damaged or missing.	SBM and H&S governor	Termly

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Emergency escape routes	All emergency escape routes are checked daily as part of the premises checks, to ensure they open and are not obstructed.	Continue ongoing checking of emergency escape routes and alert Headteacher and SBM immediately to any issues.	Premises Officer	Ongoing - daily

Plan written: November 2017

Last reviewed on: NA

Next review due by: November 2020