



## **Accessibility plan**

**2019-2022**

### **1. Introduction and rationale**

#### **School's duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

1.1.1 At Stockland Primary Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims

1.1.2 Stockland Primary Academy strives to provide a safe, secure, stimulating and supportive atmosphere where each child is valued to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally to secure an inclusive learning environment and to support individual pupils i) with special educational needs ii) with disabilities

## **1.2 The Involvement of Disabled Children and Young People, Staff and Parents**

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Stockland Primary Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme

- Special Educational Needs
- Equal Opportunities
- Inclusion

4. This plan considers the following three areas as identified in the introduction:

4.1 Increasing the extent to which disabled pupils can participate in the school's curriculum by securing relevant staff training and ensuring appropriate classroom organization

4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

## **5. Increasing the extent to which disabled pupils can participate in the school curriculum**

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

## **6. Improving access to the physical environment of the school**

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Stockland Primary Academy.

## **7. Improving the delivery of information to disabled persons**

Staff are aware of the services available through the LA for converting written information into alternative formats.

8. This Access Improvement Plan is reviewed annually by the Governors' Pastoral Committee & Governors' Building Committee. In addition it will be reviewed three yearly by the Principal.

9. Information on how to view this plan is contained on the school website

Approved by: ..... Date: .....

## Section 2: Aims and objectives

Our aims are to:

- increase the extent to which disabled pupils can participate in the school curriculum;
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The table below sets out how the school will achieve these aims.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Training on signing is available if needed via Babcock Devon Partnership	Currently no requirements (October 2018). Should requirements become necessary then this will be addressed.	none currently but training to be undertaken as required (Oct '18)	C Hellowell	n/a

Improve and maintain access to the physical environment	Currently no requirements (October 2018). Should requirements become necessary then this will be addressed.	Currently no requirements (October 2018). Should requirements become necessary then this will be addressed.	Increase amount of contrast colours in decorating including yellow warning colours on steps and handrails as necessary  In building developments plans include provision of a disabled toilet facility	C Hellowell	
Improve the delivery of written information to pupils	Staff are aware of services available through Babcock	To be ready and able to produce written material and differing forms as required	none currently (October '18) but to be undertaken as required	C Hellowell	

### Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The majority of the school is single storey - including all class rooms / offices and cloakrooms. The staffroom and store cupboards are the only 2nd story rooms.	None (unless there are staff changes as would need staff room to be accessible for people with disabilities)	C Hellowell	As required
Corridor access	Subject to ramps accessible.	Mobile ramp to be purchased/made.	C Hellowell	ASAP
Lifts	Not applicable as all classrooms single story and space available downstairs for meetings. Would need to consider staff room depending upon future staffing	None	C Hellowell	ASAP
Parking bays	A disabled parking bay (or multiple) can be allocated as required. Currently we do not have one specifically allocated permanently as parking is very restricted. This can easily be reviewed / allocated asap if required.	None currently - but can easily be allocated if necessary.	C Hellowell	As required
Entrances	There are small steps into the entrances and a mobile ramp is required.. See ramps	Mobile ramp to be purchased/made.	C Hellowell	ASAP
Ramps	See 'entrances' there are small steps into the entrances and a mobile ramp is required.	Mobile ramp to be purchased/made.	C Hellowell	ASAP
Toilets	Currently space restricts a separate disabled toilet, however in building developments plans include provision of a disabled toilet facility	In building developments plans include provision of a disabled toilet facility	C Hellowell	ASAP

Reception area	Accessible subject to a portable ramp for the entrance.	Mobile ramp to be purchased/made.	C Hellowell	
Internal signage		When required - emergency lights/braille signs	C Hellowell	
Emergency escape routes	Subject to ramp(s) again. Doors signed	Mobile ramp to be purchased/made.	C Hellowell	ASAP