



Accessibility Plan

Stoke by Nayland C of E Primary School

Approved by: Local Governing Body

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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

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.

At Stoke by Nayland CofE Primary School we are committed to promoting equal opportunity and access for all of our pupils. We strive to adapt our teaching and learning, resources and school buildings and grounds to ensure that adults and children with a disability can be happy, achieve well, and are able to be involved in all aspects of school life. We are also committed to providing as full access as possible to adults who are stakeholders in our school.

This Plan will be made available online on the school's 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.

The school supports any available partnerships to develop and implement the Plan and follows guidance from Suffolk County Council.

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.

It is intended that the school's stakeholders, including; pupils, parents, staff and governors provide input to this Plan as necessary, to ensure that it evolves as new circumstances arise.

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.

This policy complies with our funding agreement.

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>Our school environment has been adapted to include wheelchair access. These adaptations include a disabled toilet, ramps for access to the building, wide entrance doors.</p> <p>A fire door has an automatic closing system for emergency evacuation, therefore it can be left open to aid travel through the school.</p> <p>The school will ensure that further building on the school site takes full account of the varied disabilities within our school community.</p> <p>Our school offers a differentiated curriculum for all pupils. Where possible, teachers will adapt their teaching style to accommodate pupils with a disability. This may include extra support in group-work, using personalised learning aids such as pictorial cues or using specific ICT to facilitate</p>	<p>As necessary to</p> <p>To liaise with parents and carers to update care plans.</p> <p>Based on the needs of individuals identified by parents teachers and other professionals, make reasonable adjustments to facilitate full access to learning and the environment</p>	<p>No actions currently pending</p>			

learning.

We use resources tailored to the needs of pupils who require support to access the curriculum.

Pupils with a disability often have very specific needs. If necessary the school will contact other professionals, such as Occupational Health or Inclusion Advisors to make sure appropriate equipment is loaned or purchased.

If specific actions are required during the school week such as physiotherapy or counselling, we will endeavour to put plans into action.

Teachers will make adaptations to seating arrangements so that pupils with a disability can be given the best chance to work independently in the classroom.

In Physical Education, lessons may be adapted to give an experience as similar as possible to children without the same relevant disability. Teachers may for example, use the TOPS gymnastic cards that include activities for those with a relevant physical disability.

Support from SEND advisors and Educational Psychologists will be sought as necessary (see SEND Policy), although we acknowledge that a pupil with a disability does not necessarily

	<p>have learning difficulties.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils. Subject Coordinators will take account of children with disabilities in their subjects in general and if necessary include improvements in their subject action plans.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Wide entrance doors • Disabled toilet and changing facilities • Blinds fitted to classroom windows 					
<p>Improve the delivery of information to pupils with a disability</p>	<p>Where possible, teachers will adapt their teaching style to accommodate pupils with a disability. This may include extra support in group-work, using personalised learning aids such</p>					

as pictorial cues or using specific ICT to facilitate learning.					
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The school will order small scale resources such as writing equipment and coloured overlays, large print books etc. as needs arise					
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary and will be approved by the Local Governing Body.

5. Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Risk assessment policy
- Health, Safety and Welfare Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- Supporting Pupils with Medical Conditions Policy
- Equalities Policy
- Anti-discrimination Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Entrances / Exits (including emergency)				
Ramp	Ramp from playground to hallway next to Oak Class.	N/A		
Corridor access / Doors	Wide door entry	N/A		
Toilets / Changing Facilities	Disabled toilet	N/A		
Desks (height etc.)				
Window Blinds	Fitted in Silver Birch Class for partially-sighted pupil	N/A		