



Stelling Minnis CE Primary School ACCESSIBILITY PLAN 2024-2027

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Next Review June 2027

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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. This is in line with our Values of Love, Respect and Perseverance.

The plan will be made available online on the 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.

The school supports any available partnerships to develop and implement the plan.

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 staff, parents and governors.

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.

Accessibility Plan 2024-2027

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	Timescale	Success criteria
<p>Increase access to the curriculum for pupils with a disability.</p>	<p>Our school offers a curriculum matching the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>We use the principle of support and challenge to provide equity in curriculum access.</p> <p>Progress of all pupils is tracked regularly</p> <p>Targets are set effectively and are appropriate for pupils whatever their needs.</p> <p>The curriculum is reviewed regularly to ensure it meets the needs of all pupils.</p>	<p>To ensure all pupils can access the curriculum particularly those with Physical Disabilities and neurodiverse traits.</p> <p>To ensure that all staff are aware of the implications for pupils with ADHD and ASD and are able to support them to achieve well.</p> <p>To ensure that all staff consider the medical needs of children when addressing broader curriculum objectives.</p>	<p>Adapt the curriculum accordingly.</p> <p>Staff are aware, through training, of the implications for children with ADHD and ASD and adapt their teaching and behaviour management accordingly.</p> <p>Staff are supported to adapt rotas when necessary</p>	<p>Class teachers with SENCo</p> <p>SENCo</p> <p>Class Teachers</p>	<p>In place and Ongoing</p> <p>Ongoing staff training</p> <p>Ongoing</p>	<p>All pupils can access all areas of the curriculum including PE.</p> <p>Pupils achieve their full potential in all areas of the curriculum.</p> <p>All children are appropriately supported at all times</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>	<p>To maintain facilities installed as recommended by STLS PD adviser to make the</p>	<p>To continue to review this as the pupils change classrooms.</p>	<p>HT and SENCo</p>	<p>Ongoing</p>	<p>All pupils can easily access all areas of the school.</p>

	<ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Shelves/tables/work surfaces at wheelchair-accessible height 	<p>school suitable for the PD children.</p> <p>To liaise closely with outside agency for advice as pupils' grow.</p> <p>To ensure emergency evacuation plans are created for relevant pupils with PEEPs.</p>	<p>Follow advice given.</p> <p>Share PEEPs with all staff.</p>		<p>Ongoing</p> <p>November 2019</p>	<p>Pupils are well supported and safe at all times.</p>
<p>Improve support of pupils with needs of personal care.</p>	<p>Pupils are supported with personal care such as:</p> <p>Catheterisation</p> <p>Mobility</p> <p>Artificial limb</p>	<p>To employ a member of staff to focus specifically on supporting pupils with personal needs.</p> <p>To train up all staff in supporting pupils with these needs.</p>	<p>Staff member appointed.</p> <p>Train up other staff using in house expertise.</p>	<p>HT and SENCo</p>	<p>Ongoing</p>	<p>Pupils are well supported with their personal needs and it isn't a barrier to their learning.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>To maintain signage for clarity</p>	<p>To train staff in the use of symbolic representations</p>	<p>SENCo</p>	<p>ongoing</p>	<p>All pupils can access all areas as required.</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 governing body.

5. Links with other policies

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

- Health and Safety Policy
- Equality and Diversity Policy
- Special Educational Needs and Disability policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	NA		
Corridor access	Fair	Review regularly particularly as the pupils change classes.	SENCo	Ongoing
Lifts	None	NA		
Parking bays	Increased to 4 disabled.	Keep the number high.	HT	Ongoing
Entrances	4	Playground doors wheelchair accessible	HT	
Ramps	None			
Toilets	8	1 toilet low access.	HT	
Reception area	Open and accessible			
Internal signage	OK.	Fine for now. Monitor for new pupils.		

Emergency escape routes	6	Create a PEEP for relevant pupils and share with staff.	SENCo	Ongoing
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