

Stradbroke Primary Accessibility Policy



<u>Written By</u>	<u>Written Date</u>	<u>Review Date</u>	<u>Approved by</u>
Lauren Ambler	Sept 2021 (COVID-19 Addendum Sept 20)	Sept 2022	SLT

Contents:

1. [Purpose](#)
2. [Definition of disability](#)
3. [Legal Background and Guidelines](#)
4. [Commitments and Aims](#)
5. [Background and Footprint of the School](#)
6. [Current range of Special Educational Needs and/or Disabilities](#)
7. [Accessibility Plan](#)
8. [COVID-19 Addendum](#)
9. [Action Plan](#)
10. [Previous Action Plan](#)

1. Purpose of this Policy

The Purpose of this plan is to show how Stradbroke Primary School intends to continue to monitor and improve the accessibility of our school for pupils, staff, parents/carers, Governors, volunteers and visitors with a disability.

It will show how we plan to increase access for pupils with a disability to the curriculum (including after-school clubs and school visits), the physical environment, and improvements to the way that we communicate more widely.

It is structured to complement and support Stradbroke's Equality Objectives, and both are published on our website (<https://stradbrokeprimary.uk/school-policies/>) and available at the school office.

2. Definition of Disability

The Equality Act 2010 states that a person has a disability if:

- A) He or she has a physical or mental impairment, and
- B) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

3. Legal Background and guidelines

This policy and accompanying plan have been drawn up in compliance with current legislation and requirements. These are set out in the [Equality Act 2010, Schedule 10](#). This relates to disability.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “*schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.*” These are also known as ‘protected characteristics’ – more information can be found in our Equality Policy.

The School Governors are accountable for making sure that this plan is carried out and then reviewed every two years. Each year, they also report the progress that the school has made.

The Local Authority also has a duty to monitor the school’s activity under the Equality Act 2010 (especially Schedule 10) and will advise on our compliance with that duty.

4. Commitments and Aims

Stradbroke Primary School’s Mission Statement is:

We believe that the fulfilment of a child's potential, in mind body and spirit, can only be achieved by the school and family working together in partnership.

At Stradbroke School we provide an inclusive education. We celebrate diversity and provide everyone with opportunities for lifelong learning and high achievement.

Our aims are:

- To prepare children for lifelong learning where they can become independent and make a positive contribution to the wider community.*
- To create an inclusive culture where everyone can strive to fulfil their potential.*
- To provide a broad and rich curriculum that is meaningful to children where teaching and learning and resources are always of the highest quality.*

Both Mission Statement and Aims apply to all pupils, regardless of disability.

We are committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. This means that we will work closely with pupils, their families and any relevant outside agencies in order to identify and minimise any potential barriers to learning. We are active in promoting positive attitudes for people with a disability inside and outside the school community and in planning to increase access to education for all pupils with a disability.

The school recognises and values the knowledge parents/carers have of their child's disability and its effect upon their ability to carry out everyday activities. We respect the parent/carer's and child's right to confidentiality. Please see our data protection policy for more information.

When children enter school with specific disabilities, the school SENDCo and Inclusion Manager work closely with relevant Local Authority Professionals for assessment, support and guidance for both school and parents/carers.

Medical information is collated and individual care plans are written for those pupils whose need require it. These plans are shared with all staff so that they can provide the appropriate care for the child in the event of emergency. If a child needs to take medicine(s) during the school day – either regularly or in the case of an emergency – parents/carers must inform the school by using the appropriate form, available from the School Office., and have supporting medical reports. We have trained and experienced first aiders on site. All medication is kept in a safe and secure place accessible by trained staff.

The Accessibility Plan relates to the key aspects of the physical environment, the curriculum, and written information. It should be read in conjunction with other school policies, all available on our [website](#); in particular, these are the:

- Behaviour Policy
- Curriculum Policies
- Critical Incident Plan
- Equality Policy

- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governor's committees will include the need to consider Equality and Diversity issues, as required by the Equality Act 2010.

5. The Background and Footprint of the School

Stradbroke Primary School occupies a sloping site. It was designed in the 1950s. The building is of two stories. The ground floor is wheelchair accessible, and our 'Little Ted's', Nursery, Foundation Stage and Key Stage One are all located here. Then, located on our first floor are the Key Stage Two classes, the Integrated Resource, Intervention Rooms and our Staffroom; this poses particular challenges for physical access due to these rooms only being accessible via staircases.

The sloping nature of the site means that there are changes of level within the building; the main entrance, downstairs hall and dining room are separated from the rest of the ground floor by a short flight of steps.

The school has already made what reasonable structural adjustments it can; there is now a wheelchair accessible route between the main entrance/halls and the ground floor, although this involves a lengthy detour around the exterior of the building. There are accessible toilets both on the ground floor and next to the dining hall. The playgrounds are all accessible by wheelchair.

We are aware that managing the access constraints imposed by the stairs is the most challenging issue that we face. We are committed to making reasonable adjustments to accommodate current or prospective pupils with mobility difficulties.

There are no plans for a lift to be installed. We have previously investigated this, and the financial cost of purchase, installation and maintenance is beyond the school's resources.

6. Current range of Special Educational Needs and/or Disabilities

The school is privileged to educate children who have a wide range of learning and physical disabilities. We currently cater for children whose needs fall within the following categories: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and/or Physical Difficulties.

Some of these children attend our Integrated Resource which provides for children with Moderate Learning Difficulties. Currently, 23 children attend our 19 place resource. Children in our Integrated Resource access bespoke provision and, dependent upon their individual level of need, access their mainstream classes. All of these children have an Education, Health and Care Plan awarded by the Local Authority.

As of September 2021, approximately 27% of the children are on Stradbroke's SEND register, meaning that they are provided with additional support over and above the quality teaching that all pupils here enjoy. Please see our SEND policy for further details.

7. Accessibility Plan

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. This is done annually.

Some items may be longer term or continuous, and so may be carried forwards into subsequent plans.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, adapting the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as our pupils without disabilities. If a school fails to do this, it is in breach of its duties under the Equalities Act 2010. This covers teaching and learning as well as 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum. These should be provided within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers both improvements to the physical

environment of the school and physical aids to access education. These should be provided within a reasonable timeframe.

- Improve the delivery of written information to pupils, staff, parents/carers 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 timetable.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary, and reported on annually.

8. COVID-19 Addendum

All changes made to the way the school functions – for example, staggering the timetables of year groups – have been made in line with the principles outlined above and taking in to consideration the needs of the pupils who will be affected by them. These principles, and the consideration of their needs, will continue to guide our decision making as we continue to adapt to a fluid situation.

During the Covid-19 global pandemic, the school will schedule all SEND-related meetings as normal (including annual reviews); these will be held using video conference calling and/or by telephone.

The invitations to the meetings will be sent by letter or email as normal, and these will contain the details for a video meeting or telephone call.

If there is anything you are unsure about, or have any questions, please contact Miss Ambler via the school office on 0114 239 9320.

9. Action Plan

Equality and Inclusion targets	Strategies	Outcomes
To ensure that the accessibility plan is an annual Stradbroke Governing Body agenda item	Chair of Governors to add annually for review as agenda item	Monitor annually, check for changes to legislation/guidelines
Improve staff awareness of disability/medical issues within school	Review cohorts with staff and provide training as necessary	Sharing of information/whole school community awareness
To ensure that policies consider the implications of disability access	Discuss and consider at time of policy review	Policies are current and reflect legislation/guidelines

Physical Environment targets	Strategies	Outcomes
To ensure that, wherever possible, school buildings and grounds are accessible to all pupils, staff, Governors and wider community members	Frequent review of school grounds by Governors. Note requirements/improvements	Implement modifications/requirements to school site where possible and within the scope of the budget
Engage with parents, carers and the wider school community in regard to improving accessibility	Collect information at forums, parent evenings or through questionnaires	Feedback through school bulletins any modifications. Give information as to why modifications may not be carried out if relevant
Maintenance team monitors site and addresses any immediate issues	Daily site walks by school caretaker/maintenance team	Ensure any immediate issues/hazards are reported and addressed

Curriculum targets	Strategies	Outcomes
To continue to train staff to enable them to meet the needs of children with SEN needs	SENDCo to review the needs of pupils and provide the relevant training in these areas	All children are able to access the curriculum through staff being able to assess all the needs and requirements of these pupils
To ensure the inclusion of all pupils in out of school activities, e.g. clubs, trips, residential visits etc	Review the out of school provision to ensure full compliance with legislation/guidelines given	All providers of out of school activities must comply with legislation to ensure all children's needs are met, where possible. Ensure all risk assessments are completed for trips and residential
To ensure the inclusion of all pupils in all school days/events, including sports day and themed days	Review the activity to ensure compliance with legislation/guidelines given	All staff must be aware of the needs of individual children in relation to the activity and be provided with the tools, equipment and support required
Provide specialist equipment to promote participation in learning by all pupils	Assess the needs of all children and provide the equipment as needed	Enables children to develop independent learning skills and promotes confidence, reduces barriers to learning
To meet the needs of all children during statutory end of KS2 tests	Children will be assessed. Equipment and extra time/assistance will be given as needed	Allows children to achieve their full potential and aids the transition to Secondary Education

Further Information Targets	Strategies	Outcomes
To ensure that all parents are able to access this information	Assess the requirement for translation into other languages if necessary	Ensure that all written information is provided in all formats as and when required/requested
To ensure that volunteers/supply members	Provide copy of the plan to these sectors	Provide copies of the plan to these groups as and when required/requested

are aware of the details set out in this plan		
To ensure that we meet the requirements of parents that are unable to attend school for parent evenings	Identify these parent groups. Provide written information of the child's progress or contact parents by telephone	The progress and attainment of children is available to all parents where they be attending school or receiving information in another format
Communicate details in regard to the use of the school playground facilities after the end of the school day	Inform all parents, carers and members of the school community the details of using the school site/apparatus at the end of the day through bulletins/parent mail	Ensure that this is reviewed regularly and any incidents are reported, investigated and followed up with the relevant parties