

# Stonegate Primary School and Little Acorns Pre-School



## Accessibility Plan 2021

To be revised: October 2021  
To be reviewed: October 2024

## Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. 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".

According to the Equality Act 2010 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.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed by the Headteacher and a nominated Governor and approved by the Governing Body.

The School and Pre-School have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We believe it is our duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. We have a close liaison with parents and outside agencies.

All School and Pre-School users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this setting offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our Accessibility Action Plan is designed to increase the accessibility of provision for all pupils, staff and visitors to the school.

The school is a single storey Victorian building with narrow corridors and doors but with several access points from outside. The new part of the building has wide corridors and includes disabled toilets and wide doors. The hall can be accessed through double doors easily accommodating a wheelchair but this is at the rear of the hall and a child would have to travel around the building to access this point. This would be the same arrangement for a child in a wheel chair to access the

playground as there are steps from the school hub to the outside area. A ramp has been installed which runs down the side of the hall to the playgrounds.

All parking is on the side of the road – this is on the side of the school. Anyone visiting the school will have flat access into the main building.

All main entrances to the School and the new Entrance to the Pre-School are flat; however due to the age of the building the doorways are narrow. They are however double doors which can be opened to allow access if required.

There are disabled toilet facilities available fitted with a handrail and a pull emergency cord.

To help implement the accessibility plan we will:

- Carry out an audit of the accessibility of the building.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Find out about the access needs of disabled children, staff and parents/carers through our Inclusion team meetings.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Ensure the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period. The Plan will be monitored by the Governing Body.

The Plan may be reviewed by Ofsted as part of their inspection cycle

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Management, Coordination and Implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

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

### Section 1: Increased Access to the Curriculum.

Increased Access to the Curriculum					
	Targets	Actions to be taken/ Strategies	Person responsible	Monitoring	Success Criteria
Short Term	Ensure all School and Pre-School staff have access to disability awareness training as required.	Identify training needs through CPD meetings and progress reviews.  Staff to access relevant training.	SENCO	SLT	All training needs are identified and staff are equipped with the skills and knowledge needed to support children with disabilities.
	Ensure that all classes are organised to provide optimum access to the curriculum for children with disabilities.	Children to have access to: <ul style="list-style-type: none"> <li>• Visual aids</li> <li>• Symbols/ pictures where needed</li> <li>• Visual timetables</li> <li>• Any other resources as identified on individual provision</li> <li>• maps</li> </ul>	SENCO Class Teachers	SLT	Equipment to enable access to the curriculum for disabled children in place in every Classroom. Classrooms are organised to meet the needs of all pupils.
	Ensure all staff are able to use SEND resources including Computing software.	Identify training needs.  Audit all SEND resources and make a list available to staff.  Run training where necessary.	SENCO Class Teachers	SLT	Resources, including ICT software are used successfully to meet the needs of disabled children.

Medium Term	Review all curriculum areas to include disability issues.	Include specific reference to disability equality in all curriculum reviews Ensure assemblies include disabled speakers	Curriculum leader	SLT	The profile of disability equality awareness is raised throughout the school.
	All out of school activities are planned to ensure the participation of a whole range of pupils where necessary	Review out of school provision to ensure compliance with legislation  Ensure out of school activities are conducted in an inclusive environment	Educational visits coordinator	SLT	All children have access to a range of extra- curricular activities

## Section 2: Improve and maintain access to the physical environment

Improve and maintain access to the physical environment					
	Targets	Actions to be taken/ Strategies	Person responsible	Monitoring	Success Criteria
Short Term	Complete an audit of accessibility to the environment	Audit to be complete by the premises manager in conjunction with the Bursar.  Results to be shared with governors	Caretaker SLT	Head Teacher	Audit carried out and access for site users identified.
	Ensure all building work has considered accessibility guidance	Discuss accessibility with relevant personnel and contractors	Caretaker SLT	Head Teacher	Any building work undertaken will have considered accessibility guidance.
	Improve signage and external access for visually impaired people	Ensure external lighting is in full working order  Ensure all prominent exits and entrances have hazard stripes  Ensure there are signs appropriate for visually-impaired	Caretaker	SLT Bursar	Signage and lighting ensures people who are visually impaired have access to the building safely.

Long Term	To improve access to designated areas for site users	Implement actions identified in audits.	Caretaker	Head Teacher	Accessibility of the school is increased for all.
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### Section 3. Areas of the School

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access	Access to ground floor corridor is via the main entrance door and hall door. Corridor is wide.	None		
Parking bays	No disabled space	Advice to be taken in 2021 - 2022 for further actions	Caretaker	Ongoing
Entrances	Door ways are narrow – ensure these are not cluttered to prevent access.	None	Caretaker	Ongoing
Ramps	There are ramps to the ground floor entrance door and the hall doors .	None	Caretaker	Ongoing
Toilets	Disabled toilet in main building which is suitable for wheelchair users.	None	Caretaker	Ongoing
Reception area	Reception is accessed via the front door which is ramped. Staff meet all visitors as soon as they enter the entrance door.	None.	Caretaker	Ongoing

Emergency escape routes	Escape routes are through all ground floor doors. Fire drills take place termly to ensure staff and pupils are aware.	None	Caretaker	Ongoing
Little Acorns	<p>Pathways are narrow – ensure these are not cluttered to prevent access.</p> <p>Escape routes are through all ground floor doors. Fire drills take place termly to ensure staff and pupils are aware.</p> <p>Disabled toilet in setting which is suitable for wheelchair users.</p>	None	Pre-School Staff Caretaker	Ongoing