



Reviewed on:	October 2018
Next Review:	October 2021
Staff Responsibility	School Business Manager
Governor responsibility	FGB
Signed by Chair of Governors	

## Stenbury Federation Accessibility Plan

### 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 schools aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Inclusion Policy lays out the aims and objectives relating to the schools principles and values in relation to equality and inclusion.

The plan will be made available online on the schools websites, and paper copies are available upon request. Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools 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 our schools, 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 pupils, parents, staff and governors of our schools.

### 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.

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
Increase access to the curriculum for pupils with a disability	<p><i>Our schools offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>To ensure all pupils can access the curriculum All pupils are tracked to monitor their individual progress tailored to their starting points and personalized needs</p> <p>Narrow the gap for disadvantaged and SEN pupils</p>	Termly monitoring of the curriculum offer by KS leaders and teachers	KS/Phase leaders All staff	December 2018	All pupils have been able to access the curriculum

<p>Promote British Values and actively support diversity</p>	<p><i>Schools offers a wide variety of enrichment activities in the community</i></p> <p><i>A broad and balanced curriculum that facilitates celebrating 'school' and 'British' values</i></p>	<p>To engage all stakeholders to celebrate our diverse community in and beyond school</p>	<p>Parent involvement Pupil debates Themed assemblies Displays around our schools School values Respect SMSC program</p>	<p>PSHE lead and pastoral team</p>	<p>Ongoing</p>	<p>Involvement of all stakeholders in school community</p>
<p>Ensure physical access to buildings and information</p>	<p><i>One floor access to the school</i></p> <p><i>Recent school and future school improvements are DDA compliant</i></p>	<p>To enable all stakeholders to use the schools facilities</p>	<p>Continued work with the site manager and SBM to ensure the site remain accessible to all during next phase of building works</p>	<p>SBM and school site manager</p>	<p>Ongoing</p>	<p>Solutions sought to resolve access to the site and facilities</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our schools uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> </ul> <p>Audio Assistance in Yr R</p>	<p>To enable effective communication to all.</p>	<p>Maintain / update signage etc as required.</p>	<p>All staff</p>	<p>Ongoing</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>Corridor width</p> <ul style="list-style-type: none"> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Reception office hatch DDA compliant.</li> </ul>	<p>Existing</p> <p>Existing</p> <p>Existing</p>			<p>Ongoing</p>	
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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. 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
- Special educational needs (SEND policy)
- Supporting pupils with medical conditions policy