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| Reviewed on: | November 2021 |
| Next Review: | November 2024 |
| Staff Responsibility | School Business Manager |
| Governor responsibility | FGB |
| Signed by Chair of Governors | <i>Diane Parker</i> |

Stenbury Federation Accessibility Plan

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.

1. 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.

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. Monitoring will be conducted using the tick list enclosed (appendix 1)

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

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice Include established practice and practice under development | Objectives State short, medium and long-term objectives | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|---|--|------------------------------------|-----------------------------|---|
| Increase access to the curriculum for pupils with a disability | <p>Our schools offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</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>The curriculum is reviewed to ensure it meets the needs of all pupils.</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> | <p>Termly monitoring of the curriculum offer by Key Stage leaders and teachers.</p> <p>Curriculum lead for Federation</p> | <p>KS leaders All staff</p> | <p>Ongoing</p> | <p>All pupils have been able to access the curriculum. Reviewed November 2021</p> |
| Promote British Values and actively support diversity | <p>Schools offers a wide variety of enrichment activities in the community</p> <p>A broad and balanced curriculum that facilitates celebrating 'school' and 'British' values</p> | <p>To engage all stake holders 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> |

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| Ensure physical access to buildings and information | One floor access to the school Recent school and future school improvements are DDA compliant | To enable all stakeholders to use the schools facilities | Continued work with the site manager and SBM to ensure the site remain accessible to all | SBM and school site manager | Ongoing | Solutions sought to resolve access to the site and facilities |
| Improve the delivery of information to pupils with a disability | Our schools uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources Audio Assistance in Yr R | To enable effective communication to all. | Maintain / update signage etc as required. | All staff | Ongoing | Risk Assessment for individual pupils will cover accessibility. |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required. This includes: Corridor width <ul style="list-style-type: none"> • Disabled toilets • Library shelves at wheelchair-accessible height • Reception office hatch DDA compliant. | Existing (Godshill) Existing Existing | Continued work with the site manager and SBM to ensure the site remain accessible to all | SBM and school site manager | Ongoing | Risk Assessment for individual pupils will cover accessibility. |

Appendix 1

| Physical access audit and plan | | | | | |
|--------------------------------|---|-----|----|-----|--------|
| Item | Issue | Yes | No | N/A | Action |
| 1 | Is furniture and equipment selected, adjusted and located appropriately? | | | | |
| 2 | Are pathways and routes logical and well signed? | | | | |
| 3 | Do you have emergency and evacuation procedures to alert all students? | | | | |
| 4 | Is appropriate furniture and equipment provided to meet the needs of individual students? | | | | |
| 5 | Do furniture layouts allow easy movement for students with disabilities? | | | | |
| 6 | Are quiet rooms/calming rooms available to children who need this facility? | | | | |
| 7 | Are car parking spaces reserved for disabled people near the main entrance? | | | | |
| 8 | Are there any barriers to easy movement around the site and to the main entrance? | | | | |
| 9 | Are steps needed for access to the main entrance? | | | | |
| 10 | Do all steps have contrasting edging? | | | | |
| 11 | If there are steps, is a ramp provided to access the main entrance? | | | | |
| 12 | Is there a continuous handrail on each ramp and stair flight and landing. | | | | |
| 13 | Is it possible for a wheelchair user to get through the principal door unaided? | | | | |
| 14 | If no, is an alternative wheelchair accessible entrance provided? | | | | |
| 15 | Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors? | | | | |
| 16 | Do all internal doors allow a wheelchair user to get through unaided? | | | | |
| 17 | Do all the corridors have a clear, unobstructed width of 1.2m? | | | | |
| 18 | Does each corridor/block/building have a wheelchair accessible toilet? | | | | |

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| 19 | Does the relevant block have accessible changing rooms? | | | | |
| 20 | If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings? | | | | |
| 21 | Does the building have a lift that can be used by wheelchair user to allow access to different levels? | | | | |
| 22 | Is there a continuous handrail on each internal stair flight? | | | | |
| 23 | Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type. | | | | |
| 24 | Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access? | | | | |
| 25 | Are non-visual guides used to assist people to use the buildings? | | | | |
| 26 | Could any of the décor be confusing or disorientating for students with disabilities? | | | | |
| 27 | Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light) | | | | |
| 28 | Is a hearing induction loop available (either fixed or portable) in the school? | | | | |

Information access and audit plan

| Item | Issue | Yes | No | N/A | Action |
|------|--|-----|----|-----|--------|
| 1 | Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information? | | | | |
| 2 | Do you have the facilities such as ICT to produce written information in different formats? | | | | |
| 3 | Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? | | | | |

| Learning access and audit | | | | | |
|---------------------------|--|-----|----|-----|--------|
| Item | Issue | Yes | No | N/A | Action |
| 1 | Do you provide disability awareness training to enable staff to understand and recognize disability issues? | | | | |
| 2 | Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required? | | | | |
| 3 | Do all staff seek to remove all barriers to learning and participation? | | | | |
| 4 | Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress? | | | | |
| 5 | Are all children and young people encouraged to take part in music, drama and physical activities? | | | | |
| 6 | Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education? | | | | |
| 7 | Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum? | | | | |
| 8 | Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work? | | | | |
| 9 | Do you provide access to appropriate technology for those with disabilities? | | | | |