

# Stanley Primary School Accessibility Plan 2019-2022

## Section 1: Vision statement

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Each child who joins our school will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. The purpose of this accessibility plan is to show how Stanley Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Stanley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors.

### Definition of Disability

According to the Equality Act 2010, a person has a disability if:

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

### Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in three areas:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- a) Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- b) Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- c) Undertake rescindable adjustments to enable staff to access the workplace.

This document meets the requirements of schedule 10 of the Equality Act 2010 Department for Education (DfE) guidance for schools on the Equality Act 2010. 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.

### **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement
- Relevant risk assessments for activities
- Playground risk assessment

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

**Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and within three years. Below is a set of action plans showing how Stanley Primary School will address the priorities identified in the plan. The plan is valid for three years 2019-22.

Approved by: Curriculum Committee of the Governing Body

Date: 17<sup>th</sup> June, 2019

Next review date: Summer 2022

## Section 2: Aims and objectives

Our aims are to:

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

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils including those with disabilities. Accessible storage and children's equipment at their level.		Curriculum is subject to ongoing review to ensure it meets the needs of all pupils Continue to work with Blackpool advisory service for advice and recommendations.	SLT Class teachers TA	Ongoing
Improve and maintain access to the physical environment	Ramps, corridor width, disabled parking availability, disabled toilet and changing facilities.		No action is required to make classrooms more accessible. Continue to work with Blackpool advisory service for advice and recommendations.	SLT Class teachers TA Site supervisor	Ongoing

	<p>Library shelves at wheelchair - accessible height.</p> <p>Most teaching areas are at ground level making them accessible from within the school.</p> <p>Risk assessments are completed in accordance with the current policy. The school has an enclosed area within the school grounds which could accommodate assistance dogs for exercise, water etc.</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 to all. This includes:</p> <p>Large print resources, pictorial / symbolic representations, internal signage</p> <p>Displays are appropriate for the height of all children.</p>		<p>Continue to work with Blackpool advisory service for advice and recommendations.</p>	<p>SLT Class teachers TA</p>	<p>Ongoing</p>

### Section 3: Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site supervisor	Ongoing
Corridor access	Corridors are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Class teachers	Ongoing
Parking bays	Disabled Parking	Mark a disabled parking bay in the infants	Headteacher / Site supervisor	
Entrances	Enclosed lobby	None required	Headteacher	Ongoing
Toilets	A disabled toilet is located near the junior library. There is an emergency pull cord alarm. The space is wide enough to manoeuvre a wheelchair.	None required	Headteacher	Ongoing
Reception areas	Accessible to wheelchair users via ramps, double doors and a handrail	None required	Headteacher	Ongoing
Internal signage	Large signs in place	None required	Headteacher	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Site supervisor	Ongoing
Flooring	Non slip	Ensure flooring is checked regularly.	Site supervisor	Ongoing

Accessibility will be considered with all new building developments in school.