



Policy Document

Accessibility Plan

9 Page Document

	Status	Date
Staff		
Full Governors		Term 4 2020
Next review		Autumn 2022
Related Documents	Home School Contract Health & Safety Policy Equality Policy	

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

Stroud valley Community School aims to provide every child with an excellent educational experience, which is enjoyable, stimulating and enables them to reach their full potential.

The plan will be made available online on the school website, and paper copies are available upon request. Once a term parents are reminded to contact the Headteacher if they have specific mobility needs with regards to access to the school.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school 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 school, it is important they are raised. Please call the school office and the Headteacher or SENCO will contact you within two working days, as stated in our communication policy, to arrange a meeting. At this stage we will listen so we understand the concern fully and agree a way forward. Most concerns can be dealt with in this way. However, if after this you still have concerns relating to accessibility in school, the complaints procedure sets out the process for raising these

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	Objectives	Actions to be taken	Person Responsible	Completion date	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school 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 resources include examples of people with disabilities.</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>Continue to improve resources, staff knowledge and accessibility to the curriculum for children with specific needs.</p>	<p>Audit of CPD needed</p> <p>Staff to be given opportunities to watch outstanding practitioners.</p> <p>All needs to be considered when planning curriculum and outcomes</p>	<p>SLT SENCo Class Teacher Teaching Assistants</p>	<p>On-going</p>	<p>Staff to relay what training they require. Training needs to be met.</p> <p>Pupils individual needs would have been identified on 'My Plans' and are being met.</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> <ul style="list-style-type: none"> Ramps 	<p>The physical environment will remain accessible through ensuring ramps, lifts and disabled toilets to be</p>	<p>Ensure lifts are maintained/tested for safety</p> <p>Lifts to be kept clear</p>	<p>SLT Caretaker</p>	<p>Regular checks throughout the year</p>	<p>The school environment continues to be adapted to the needs of the children</p>

	<ul style="list-style-type: none"> • Lifts • Corridor width appropriate for turning circle for wheelchair users • Disabled toilets 	in place at all times.	Ramps to be checked for damage		On-going	
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of teaching and support methods to ensure information is accessible.</p> <ul style="list-style-type: none"> • Visual timelines in classes • Using agreed signs with a child to show they need support without the rest of the class knowing • Careful placing of where a child sits in the classroom • Specifically, deployed support staff • SENCo to manage support staff to ensure pupil's needs are met 	Continue to improve deliver of information to pupils with a disability	<p>Ensure all classrooms use a visual timetable</p> <p>Support staff to have access to individual My Plans</p>	<p>SLT</p> <p>Teachers</p> <p>SENCo</p> <p>Teaching Assistants</p>	<p>Monitored Termly through My Plans</p> <p>On-going</p>	<p>Pupils with a disability will feel valued and part of the school community.</p> <p>Pupils with a disability will not be at a disadvantage to their peers.</p>

Time Frame	Targets	Strategies	Outcomes	Lead Person	Time Frame	Success Criteria	Comments
Short Term & on-going	Create current data base of disabilities affecting school users	Gather up to date information from staff, families and friends of the school, including joiners	Increased awareness of needs which can be acted upon if feasible to support families	Headteacher	Termly- due to the mobility of pupils within the school	Reminder to all stakeholders through the newsletter, which goes onto the website, to contact the Headteacher if they have mobility needs currently not being met	
Ongoing	Continue to improve resources, staff knowledge & accessibility to the curriculum for children with specific needs	Go on appropriate training as and when needed.	Children with specific make more progress & enjoy their learning	Headteacher	Ongoing	Pupils with specific needs make progress in line with their peers	
Ongoing	At the start of the academic year to timetable three accessibility tours of the school	To enable the Headteacher and Governing Body to monitor the building in terms of accessibility	The school is in the best condition possible to meet the needs of all stakeholders	Headteacher & Governing Body	Three times a year- every other term	All stakeholders can access all areas of the school	

Next Steps- 2019/2022	An improved awareness of mental health issues & the impact of trauma on pupils learning to reflect the increasing needs of our families	Access specific training	Parents and children with mental health issues feel supported by all staff at school. School staff are trained to recognize and respond to the impact of trauma	Headteacher & Rachel Yeoman	Term 5 2020	The school to receive a Trauma Awareness accreditation	Funding? Grants? Non-contact time?
	To appoint Fire Marshalls	Access specific training	In the event of a fire all stakeholders are evacuated safely	Headteacher	Term 5 2020	All staff are confident in the knowledge of how to evacuate the building ensuring all stakeholders are safe	

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 and Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- The school building plan

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three storeys in use for pupils	Currently no actions to be taken		
Corridor access	Wide enough for wheel chair users and for chairs to be able to be turned. Doors in the corridors can be opened and left open to enable access for wheelchair users	Currently no actions to be taken		
Lifts	Both in good working order & checks taken	Currently no actions to be taken		
Stairs	Three sets of stairs- all clear and tidy with strong handrails	Need to ensure all stairs have bright yellow markings on each step	DS & school caretaker	End of term 5
Entrances/Exits	Doors are wide enough for wheel chair access. They lock open to enable a wheel chair user to enter and leave comfortably.	Door to the playgrounds is stiff and handle is high for a wheelchair user. Worth looking at to be aware of how to improve if needed	DS & school caretaker	

Parking bays	Parking at and around school is very limited. If the need arose for a stakeholder requiring disabled parking actions could be taken	To be mindful of where the most suitable parking would be for a disabled driver	DS	
Playgrounds	The school has different playgrounds which are used for playtimes and for teaching PE lessons. The surface of the playgrounds need improving.	Quotes have been gained, due to the high cost funds are being sought. Very much an ongoing issue and concern but is being addressed.	DS	
Toilets	There is a disabled toilet on all floors	Currently no actions to be taken.		
Reception area	Able to be used by all	Currently no actions to be taken.		
Internal signage	Clear and at a variety of height	Currently no actions to be taken.		
Emergency escape routes	Clear and all staff are mindful of keeping them clear throughout the day	Currently no actions to be taken.		
Outdoor pathways	Currently our pathways do not have handrails, this might be needed to support stakeholders with mobility needs due to the steep & varying gradients throughout the school grounds. Would be able to respond to the needs	Currently no action to be taken.		

	of the stakeholders			
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Policy Title	Accessibility Plan
Date Policy Ratified by Governors	
Committee Responsible	
Date for next review	Autumn 2022