



Accessibility Plan

Stapleford Abbotts Primary Academy

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Date of latest revision	September 2023
Date ratified by governors	September 2023
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This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

1. The Purpose and direction of the school's plan:

1A: Vision and values

Stapleford Abbots Primary Academy has high expectations for pupils including pupils with a disability and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

1B: Information from pupil data and school audit

The school currently has an average of 25% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of needs over the following categories; Speech and Language, Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health and Physical Needs.

The school has physical access to the main entrance and there are disabled toilet facilities available. The interior of the building is accessible to all wheelchair users either through the main entrance (by unlocking and opening both of the double doors) or via external classroom doors. Nearly all classroom doors that are higher than floor level have steps they also have a ramp to provide wheelchair access.

Pathways of travel around the school site and parking arrangements are safe.

Parking on site is limited to 18 designated spaces. School gates are closed during the school day to prevent the public entering the site. Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the school field. We will review the provision of a visual alarm should the need arise. Space for quiet work and small group work has improved this year with the addition of the Sensory room.

Furniture and equipment are selected as standard, age related as appropriate. Specific furniture required is sourced through the occupational therapy team or specialist teacher team.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and class sharing assemblies. School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' One Plan

outcomes and liaise with specialist and support services. Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them. Coloured overlays and reading rulers are also available.

Provision is made during SATs for anyone with a disability in accordance with government regulations.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs. Care plans for pupils with specific medical needs, i.e., diabetes or epilepsy, are drawn up by the SENDCo, parents and school nurse and shared with all staff members working with the pupil. Information relating to children with specific medical needs is kept in the office. This is also passed on to lunch-time supervisors and included on registers in order to inform visiting teachers. Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens always accompany trips when required.

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and one planning review we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENDCO**
- **School Business Manager**
- **Site Manager**

Physical Access	Item	Activity
1.	Wheelchair access to ALL classrooms	Ramp for current year 5/6 demountable classroom

Curriculum Access	Item	Activity
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1.	Provision Maps	SENCO to lead updating of provision maps in 4 areas based around code of practice.
2.	Resources	Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence.
3.	Training & links	Provide appropriate and relevant ongoing training all staff on matters of inclusion – LAC training, Attachment. Work with EMS (as appropriate further inclusive approaches.
4.	Review of medium term plans	Class teachers, SENCO, SLT, Teaching assistants to review medium term plans to ensure the curriculum is accessible to all,

Written Access	Item	Activity
1.	Clear, straight forward and simple communication with parents and community	Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, Admin & teaching staff aware of individual who may need information explaining directly or personally.