



STIFFORD CLAYS PRIMARY SCHOOL
ACCESSIBILITY PLAN 2018– 2021

This Accessibility Policy and Plan are written in compliance with current legislation and requirements as specified in Schedule 10, relating to the Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Stifford Clays Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. *The plan will be updated annually.*
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. For more information about what constitutes reasonable adjustments please refer to *Schedule 10 of the Equality Act 2010*.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of auxiliary (specialist) **aids and service**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity and the SEND policy. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. The School website will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published annually.
10. The Plan will be monitored through the work of the Executive Head Teacher.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Physical Access

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors	To create access plans for individual pupils as part of the IEP process	As required	SENCO	IEPs in place for disabled pupils, and all staff aware of pupils' needs. SENCO passports in place for all SEND pupils. Staff and governors confident their needs will be met.
	To ensure staff and governors can access areas of school used for meetings	Ongoing	Headteacher	Continuously monitoring to ensure any new needs arising are met. Parents/ carers have full access to all areas of school.
	Annual reminder to parents/carers through newsletter to inform staff if they have problems accessing areas of school	Ongoing	headteacher	
Ensure everyone has access to reception area	<p>Ensure nothing is preventing wheelchair access</p> <p>Check outer door wide enough for wheelchair access</p> <p>Provision of appropriate seating</p> <p>Provide bell on counter so wheelchair users can get attention of office staff</p> <p>Ramp at main entrance</p>	Daily check to ensure area is free of obstructions.	Caretaker	<p>Disabled parents, carers, visitors feel welcome.</p> <p>Visitors can sit down if waiting in reception.</p> <p>Wheelchair users not kept waiting</p> <p>Wheelchair users can enter building with ease.</p>
Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges</p> <p>Check exterior lighting working</p>	Ongoing	Caretaker	Visually impaired feel safe in school grounds.

Ensure all disabled people can be safely evacuated	Ensure personal emergency evacuation plan for disabled pupils Ensure all staff aware of their responsibilities in evacuation.	Ongoing	SENCO	All disabled pupils and staff working with them are safe in event of fire. Constant supervision for disabled children who need help in evacuation. Disabled people in wheelchairs evacuated quickly
Ensure there are enough fire exits suitable for people with disability	Ensure staff aware of need to keep fire exits clear	Daily	All staff	All disabled personnel and pupils have safe, independent exits from school
Provide hearing loops to support pupils with hearing impairment	Take advice on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum

Access To The Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing	SENCO	Raised confidence of support staff
Ensure all staff aware of disabled children's curriculum access	Share information with all stakeholders involved with each child	Ongoing	SENCO	All staff aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport vetted for suitability Develop guidance on making trips accessible	Ongoing	SENCO	All pupils able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Summer 2019	SENCO and PE Leader	All pupils have access to PE and are able to excel. Child's TA will be there all the time.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Summer 2019	SENCO and Headteacher	Gradual introduction of disability issues into all curriculum areas

Ensure disabled children can take part equally in lunchtime and after school activities	Discuss arrangements and necessary support with out of school club staff	Autumn 2018	SENCO	Disabled children able to participate equally in out of school activities
Develop links with a special school	Forge links with local school and use specialist support for training	Summer 2019	SENCO and Headteacher	Increased understanding of opportunities available to children

Access To Information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages and braille if that becomes necessary	Plans for a welcome sign in reception	Sumer 2019 As required	SENCO and Headteacher	ALL people feel welcome in school
Inclusive discussion of access to information in all parent / teacher meetings	Ask parents about preferred format for accessing information e.g. braille, other languages	Annually	SENCO and Headteacher	Staff more aware of preferred methods of communication and parents feel included.
	Translation tool to be added to website to allow multi – lingual access School office will support parents to access information and complete school forms	Spring 2019	SENCO and Headteacher	School website will become accessible to all