

## STONEHOUSE PARK FEDERATION ACCESSIBILITY PLAN



**Approved by: Full  
Governing Body**

**Date: November 2023**

**Last reviewed on:** 7<sup>th</sup> November 2023

**Next review due by:** November 2026

# Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements.....	6
5. Links with other policies.....	6

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

**Federation Vision statement** "Learning, playing and working together: where everyone is welcome and everyone can succeed."

### Federation Aims for Our Children

- To feel safe to share thoughts and ideas
- To enjoy learning together
- To develop strategies to face challenges
- To be responsible members of our community

The plan will be made available online on the school website, and paper copies are available upon request.

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. We are local authority maintained school and purchase support from the Health and Safety team. We work with The Advisory Teaching Service, Education and Inclusion Team and NHS specialists where appropriate.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

## 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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 State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with additional needs or a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers an adaptive curriculum for all children who require it</li> <li>• We use resources tailored to the needs of children who require scaffolding to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with additional needs</li> <li>• Targets are set effectively and are appropriate for children with additional needs</li> <li>• Teacher planning is reviewed to ensure it meets the needs of all children</li> <li>• We retain a range of resources to enable physical access to the curriculum from pencil to stand up desks.</li> </ul>	<ul style="list-style-type: none"> <li>• Embed adaptive teaching approached across the federation.</li> <li>• Ensure targets set for children are SMART.</li> <li>• Increase the range of approached to scaffolding access to the curriculum.</li> </ul>	<p>Deliver school development plan in line with the recommendations of both schools Ofsted reports.</p>	<p>ELT</p>	<p>Ongoing</p>	<p>Monitoring shows and increased range of adaptive enabling children to reach their full potential.</p> <p>MyPlan targets are SMART with progress evident in reviews.</p> <p>Monitoring shows all children are actively engaged with learning opportunities in class through effective scaffolding and lesson design.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Step free access where possible and the ability for flexible arrangements to ensure those with mobility needs are catered for in accessible spaces</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• A hygiene suite</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Office hatches at accessible height</li> </ul>	<p>Meet the sensory needs of very young children in the nursery.</p> <p>Increase comfort and convenience for parents with mobility issues.</p>	<p>Ensure seating areas at drop off and collection for parents with mobility issues.</p> <p>Work with the LA to ensure the nursery provision is fully accessible.</p> <p>Create a sensory room for the nursery.</p> <p>Create an accessible outdoor area for the nursery.</p>	<p>Federation business manager and senior administrator</p>	<p>July 25</p>	<p>Seating areas in place</p> <p>Sensory spaces being used by nursery and infant children</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Explain your school's approach here. Example:</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Loop systems available but not currently required</li> <li>• Pictorial or symbolic representations (Widgit)</li> <li>• Pictorial menus</li> <li>• Use of Google Translate</li> <li>• Accessible newsletters</li> </ul>	<p>To enable access and orientation within our environment for those with a learning need.</p>	<p>Move to a consistent font throughout the federation.</p> <p>Increase the use of Widgit in school signage.</p>	<p>SENCO</p>	<p>July 24</p>	<p>Clear signage in place</p>

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Executive Head, SENCO and Senior Administrator.

It will be approved by the strategic and finance committee of the governing body.

## 5. Links with other policies

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

- Health and safety policy
- Equalities Policy
- SEND policy and Special educational needs (SEN) information report