'Achieving Potential Together As a School Family.'

- Compassionate
- Curious
- Courageous
- Resilient
- Inclusive

Stretham Community Primary School

Accessibility Plan 2024-2027

This policy was ratified on: July 2024

Implemented on: July 2024

Review date: July 2027

Signed by the Headteacher: M Sweeney

Signed by the Chair of Governors: J Rist

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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.

As a school, 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.

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.

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, including: : pupils, parents, staff and governors of the school.

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. 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 resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Nurture hub is beginning to be implemented to support children who needs 'space' to work/focus – this is in conjunction with some children's EHCPs.	Ensure curriculum is accessible for all pupils we currently have and that new developments consider the needs of all pupils, irrespective of need.	Monitoring of curriculum by subject leaders and SLT	Subject leaders/SLT	Ongoing	Necessary adaptations are made in classrooms to support all learners. Pupils with additional needs are discussed regularly and are making good progress.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	Ensure that paths where bushes border are kept clear of obstruction. Investigate feasibility of a dedicated disabled parking space. Ensure PEEPs are written for those individuals who may need them, as/when need arises. Investigate feasibility/implementation of a sensory corridor to support learners who need regular breaks/break outs.	Monitoring by caretaker Grounds maintenance ongoing Investigate feasibility with LA advice Deliver PEEP training to all staff Write PEEPs where necessary Research possible corridors Risk assess these	Caretaker Headteacher/LA Headteacher/DHT/SENCO Headteacher/caretaker/SENCO	Ongoing December 2024 Ongoing August 2025	

Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes, where necessary: • Internal signage • Large print resources • Pictorial or symbolic representations	Ensure visual written IWB on boards in classrooms is easy to access for pupils. Ensure current systems for communication are effective	Training staff; particularly on background colour / text colour on IWB Monitor and evaluate the use of SchoolComms Annual survey to parents	Headteacher Office Manager Headteacher	September 2024 December 2024 September, annually	All staff using correct IWB adaptations for children in their class Parent communication is assessed as effective through parent survey.

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 headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy