



STUTTON CHURCH OF ENGLAND PRIMARY SCHOOL

ACCESSIBILITY PLAN

Prepared by: Crystelle Edwards and Alice Maregeli

Approved by: Governing body

Signature of Chair of Governors: Jo Hazelwood

Status & review cycle Statutory Annual

Date approved: 27/11/2023

Reviewed: 24/10/2024

Review date: 24/10/2025

INTRODUCTION

Disability is defined by the Disability Discrimination Act 1995 (DDA):

A person has a disability 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 carry out normal day to day activities.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information: this is provided in writing for pupils who are not disabled

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

The purpose and direction of the school's plan: vision and values

The aim of this policy is to set out the commitment of the Governing Body of Stutton Church of England Primary School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. Stutton Church of England Primary School provides teaching which

meets National Curriculum and other statutory requirements. The school has regard to the Code of Practice when meeting pupils Special Educational Needs, including a range of disabilities and makes its policy known to parents. Provision determined in Education Health Care Plans is made for those pupils who have them.

We believe there is an explicit link between inclusion and equal opportunities. This does not mean treating all pupils in the same way; rather it involves taking account of pupils' varied life experiences and needs.

Stutton Church of England Primary School has high ambitions for all its pupils; we expect pupils with a disability to participate and achieve in every aspect of school life. As such, we are committed to:

- setting suitable learning challenges
- responding to pupils diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

How does this align with our Christian Values?

Accessibility planning, which aims to create environments that are inclusive and welcoming to people of all abilities, can be deeply rooted in Christian values. Here's how these values align with accessibility principles:

Hope

Accessibility as a Symbol of Hope: Accessible environments offer hope to individuals with disabilities, providing them with the opportunity to participate fully in society and achieve their potential.

Compassion

Empathy and Understanding: Accessibility planning is driven by compassion, recognising the challenges faced by individuals with disabilities and seeking ways to support them.

Community

Building Inclusive Communities: Accessibility planning helps create communities where everyone feels welcome and connected, regardless of their abilities.

Aspiration

Empowering Individuals: Accessibility planning supports individuals with disabilities in achieving their aspirations and goals, helping them to live fulfilling lives.

Respect

Respectful Environments: Accessible environments demonstrate respect for everyone, creating spaces where individuals feel valued and appreciated.

Growth

Personal and Community Growth: Accessibility planning promotes personal growth for individuals with disabilities and contributes to the growth and development of communities.

Trust

Building Trust: Accessibility planning fosters trust between individuals with disabilities and their communities, demonstrating a commitment to inclusion and equity.

Stutton Church of England Primary School – School Accessibility Plan 2024-2025

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents and carers Ensure the school staff and governors are aware of access issues	a) To create access plans for individual disabled children as part of the provision mapping process.	As required	SENDSCO,	Accessibility/PEEP/ evacuation plans are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) Annual reminder to parents, carers through newsletter/class dojo to let us know if they have problems with access to areas of the school.	As required	class teacher,	
			TAs	Information is continuously monitored to ensure any new needs arising are met.
	d) Circulate information to relevant staff	As required	Headteacher	
	e) Staff to share information with volunteers and support staff to ensure continuity of care for the children	As required	Headteacher, class teacher, SENCO	Necessary information displayed in the staff room. All school staff are aware of the needs of children with disabilities at all times

Ensure everyone has access to the reception area	a) Ensure that nothing is preventing wheelchair access	Daily check to ensure the area is clear of obstructions Cones in layby and parking spaces provided so families can come into school.	All school staff	Disabled parents/carers / visitors feel welcome. Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people	Check exterior lighting is working on a regular basis Check for obstacles on a regular basis- cables/benches etc	Ongoing checks	All School staff	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils/ staff and families that may be in school	In place	All school staff	All disabled pupils and staff are safe in the event of a fire.

	b) Ensure all staff are aware of their responsibilities in the evacuation		Headteacher to remind staff - share any updates after drills	There is supervision for disabled children who would need help in the event of an evacuation. Wheelchair users can be evacuated quickly and easily
--	---	--	--	---

Access to the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure staff have specific training on disability issues	Identify training needs at regular meetings	As required	SENCO / Headteacher	Raised confidence of support staff; staff aware of individual needs
Ensure all staff are aware of disabled children's curriculum access requirements	Set up a system of individual plans for disabled children when appropriate. Share information with all parents and professionals as needed.	As required	SENCO	All staff are aware of individual's needs

All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Follow national guidance from https://oeapng.info/	Ongoing	EVC (headteacher)	All pupils are 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 when necessary	Review PE curriculum to include disability sports	As required	SENCO and EPC staff	All pupils have access to PE and are able to excel. Individual adult support as appropriate
Review curriculum areas and planning to include disability awareness and equality	Include specific reference to disability equality in all curriculum reviews	As required	Curriculum leader	The gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in extra curricular activities	Discuss with people running other clubs after school	As required	Headteacher	Disabled children feel able to participate equally in extra curricular activities

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
----------------	-------------------	------------------	-----------------------	-------------------------

All information to be shared in the relevant languages as and when needed by new families	Use resources from the EDI support in ASSET	As Required	Headteacher	All people feel they are welcome in school
Inclusive discussion of access to information in all family/teacher meetings	Ask parents about preferred formats for accessing information eg braille, other languages	As needed	SENCO / Class teachers/ Headteacher	Staff are more aware of preferred methods of communication, and parents feel included. The school website will become accessible to all