Accessibility policy and plan

Approved by: LGB  
Date: 18.03.20

Last reviewed on: May 2020

Next review due by: March 2023
Osborne Co-operative Academy Trust is a multi-academy Trust (MAT) incorporated around the principles and values of the international co-operative movement. These are Equality, Equity, Democracy, Self-help, Self-responsibility and Solidarity, along with the ethical values of openness, honesty, social responsibility and caring for others. These values and principles underpin all our actions.

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils
- To celebrate differences within the school community

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.

Stanford-le-Hope Primary School is a very inclusive school which runs two Special Educational Needs (SEND) resource bases on behalf of the Local Authority, a Nursery Assessment Base and a Base for children with Vision Impairment.

The school is committed to diversity and achieved the Silver Diversity Mark in October 2019.

Stanford-le-Hope Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

Compliance with the Disability Discrimination Act 1995 (DDA) is consistent with the school’s aims and the schools Special Educational Needs and Disability Policy. The school recognizes its duty under the DDA:

- Not to discriminate against disabled pupils in their admissions and exclusions procedures.
- Not to treat disabled pupils less favorably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

The Governing Body and Staff of this school will in performing their duties have regard to the Disability Rights Commission (DRC) code of Practice (2004):

- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.
- Recognise and value pupil’s and parent’s knowledge of their child’s disability and its effect on his/her ability to carry out normal activities.
- Respect the parent’s and child’s right to confidentiality.
Planning ahead, the school will:
- Improve access to the physical environment for disabled pupils.
- Improve access to the curriculum for disabled pupils.
- When required, improve the delivery of written information to disabled pupils.

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.

Under the Equality Act 2010, the school complies with the general equality duty and the new specific duties. The Equality Duty now includes all those with protected characteristics, which makes it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favorably because of their:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race;
- religion or belief;
- sex;
- sexual orientation.

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, this 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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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.

Stanford-le-Hope Primary school will aim to:
- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled pupils. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

As detailed in the action plan below.

<table>
<thead>
<tr>
<th>Aim</th>
<th>Current good practice</th>
<th>Objectives</th>
<th>Actions to be taken</th>
<th>Person responsible</th>
<th>Date to complete actions by</th>
<th>Success criteria</th>
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</thead>
<tbody>
<tr>
<td>Increase access to the curriculum for pupils with a disability</td>
<td>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 progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.</td>
<td>To continue to ensure that VI children have equal access to classroom learning material including diagrams and real life objects Training for teachers on differentiating the curriculum to meet the needs of all children, including SEND and VI.</td>
<td>Curriculum resources modified to large print, Braille or tactile as appropriate for each child in advance of lessons CPD to be planned and identified on the operational calendar.</td>
<td>Specialist VI LSAs Senior Leadership Team and subject leads</td>
<td>Ongoing – work adapted on a daily basis On-going</td>
<td>Equity in learning material allowing pupils to spend more time in class Children are able to access all learning All children have equality of access to the whole curriculum</td>
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<td>The curriculum is reviewed to ensure it meets the needs of all pupils. We offer a range of before and after school extra-curricular clubs which are open to all children including those with a disability. Staff are deployed accordingly to support children as identified, including those with a disability. Our PE curriculum includes a module on 'Goal Ball' which is a sport practiced by those with a vision impairment, all children receive teaching on this module. Planning and resources are adapted as necessary to ensure all children can access the learning. All staff receive regular CPD opportunities linked to inclusivity, including children with a SEND, particularly a vision impairment. Our classrooms and other learning spaces are organised in an inclusive manner to allow access for all. All pupils are encouraged to take part in all lessons.</td>
<td>To continue to develop LSA awareness of SEND and VI needs. To provide additional emotional health support through the ongoing development of intervention groups such as 'Footsteps' and 'The Bridge'. Provide sufficient laptops/other IT kit for pupils who need them to access curriculum fully. To work towards the gold Diversity Mark.</td>
<td>CPD for LSA's to be planned for during LSA meetings. SEND team and SLT to identify needs annually and plan for accordingly. Review current resources available, review the growing need and assign where appropriate to groups or individuals. Assistant Head teacher to continue to collate</td>
<td>SEND team</td>
<td>On-going</td>
<td>Staff have a good understanding and meet the needs of all pupils at all times, allowing access to the curriculum.</td>
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<td>All pupils are encouraged to take part in all lessons.</td>
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<td></td>
<td>SEND team</td>
<td>Annually – ongoing.</td>
<td>All pupils are able to access a curriculum that meets their personalised needs, allowing for positive emotional health and wellbeing for pupils.</td>
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<td>SEND team/ IT support</td>
<td>Annualy and on-going.</td>
<td>Efficient use of facilities as a teaching resource meeting individual or group needs and providing access to a broad curriculum.</td>
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<td>Assistant Headteacher</td>
<td>Academic year 20/21</td>
<td>School is awarded the Gold Diversity Mark.</td>
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<td>Improve and maintain access to the physical environment</td>
<td>All school visits are made accessible for all, with pre-visits undertaken by staff, identifying any potential barriers, an action plan is then implemented. The school currently has the Silver Diversity Mark.</td>
<td>To ensure that obstacles and slopes in the school ground are highlighted, particularly to VI children, to allow independence. To ensure that safe routes between the two building are highlighted for VI children To ensure that VI / SEND children are safe during school activities, trips and in case of a fire</td>
<td>Yellow paint to be used and updated regularly, around posts, step edges and on gradients outside classrooms Yellow ‘footprints’ to be used to highlight a safe route between the two buildings Individual risk assessments and fire safety arrangements constantly updated as needed and no less than annually</td>
<td>Site manager Site manager SENCo Habilitation team from Sensory Service</td>
<td>Annually with on-going checks Annually with on-going checks Annually, with on-going reviews and as and when</td>
<td>Hazards identified and avoided Children are able to move safely around the site. Children's participation in trips is safe at all times Children are able to participate fully in all trips.</td>
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|     | • Main paths/access routes for VI children identified with yellow footprints  
     | • Appropriate sizes and layout of areas including classrooms, halls, library, ICT suite etc  
     | • Appropriate and adequate lighting in all areas  
     | Emergency and evacuations systems are set up to inform all pupils, including alarms with both visual and auditory components. Individual evacuation plans are in place for identified pupils. | To maintain physical environment to ensure safe movement of VI children around the school. | Site manager to carry out regular monitoring and address issues. | Site manager | On-going | Evacuation procedures are robust and children evacuate quickly and safely.  
Hazards identified and avoided  
Children are able to move safely around the site. |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible as appropriate/identified. This includes:  
• Internal signage  
• Large print resources  
• Braille  
• Induction loops | To ensure that signage is accessible to all pupils and parents | Braille signage to be used across the whole school - VI staff and site manager to source appropriate signage | Site manager in conjunction with VI staff | Summer Term 2020 | VI students and parents are able to access signs and access information.  
VI students and parents are able to be independent in their mobility around the site as appropriate.  
VI students are able to be independent when |
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<td>• Pictorial or symbolic representations&lt;br&gt;• All relevant information sent in an electronic form</td>
<td>appropriate on internal doors.</td>
<td>Push plates to replace current handles.</td>
<td>SENCO</td>
<td>Spring Term 2020</td>
<td>moving around KS2 building and use their awareness of knowledge of environmental cues eg doors with a handle are pull doors.</td>
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<td>We have outreach support from the Sensory Service to ensure all relevant adaptations are made for our children with a vision or hearing impairment. We have a range of technology to deliver personalised learning programmes, carry out adaptations and for ensuring teaching materials is accessible. These include personalised monitors, IPads with specific apps to support VI, touch typing, hot spot machine, CCTVs and a braille embosser. Office staff are pro-active in communicating with parents to identify individual needs, for example for a parent with a hearing impairment – text messages are used as a means of communication and for a parent with a vision impairment letters are sent in an appropriate format so that he is able to use a dictating app to read the letters.</td>
<td>All staff are able to use sighted guide techniques</td>
<td>Training from Thurrock Sensory Service</td>
<td>Office manager</td>
<td>On-going for new staff</td>
<td>All staff are trained and able to offer support and guidance as appropriate.</td>
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<td>Office staff to continue to have an awareness of any identified requirements from parents through communication.</td>
<td>Office staff to build up relationships with all new parents on admission and communicate to other colleagues as appropriate.</td>
<td>On-going</td>
<td>Parents/carers are fully informed and are able to access all relevant information.</td>
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the schools Local Governing Body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Special educational needs (SEN) policy
- Supporting pupils with medical conditions policy