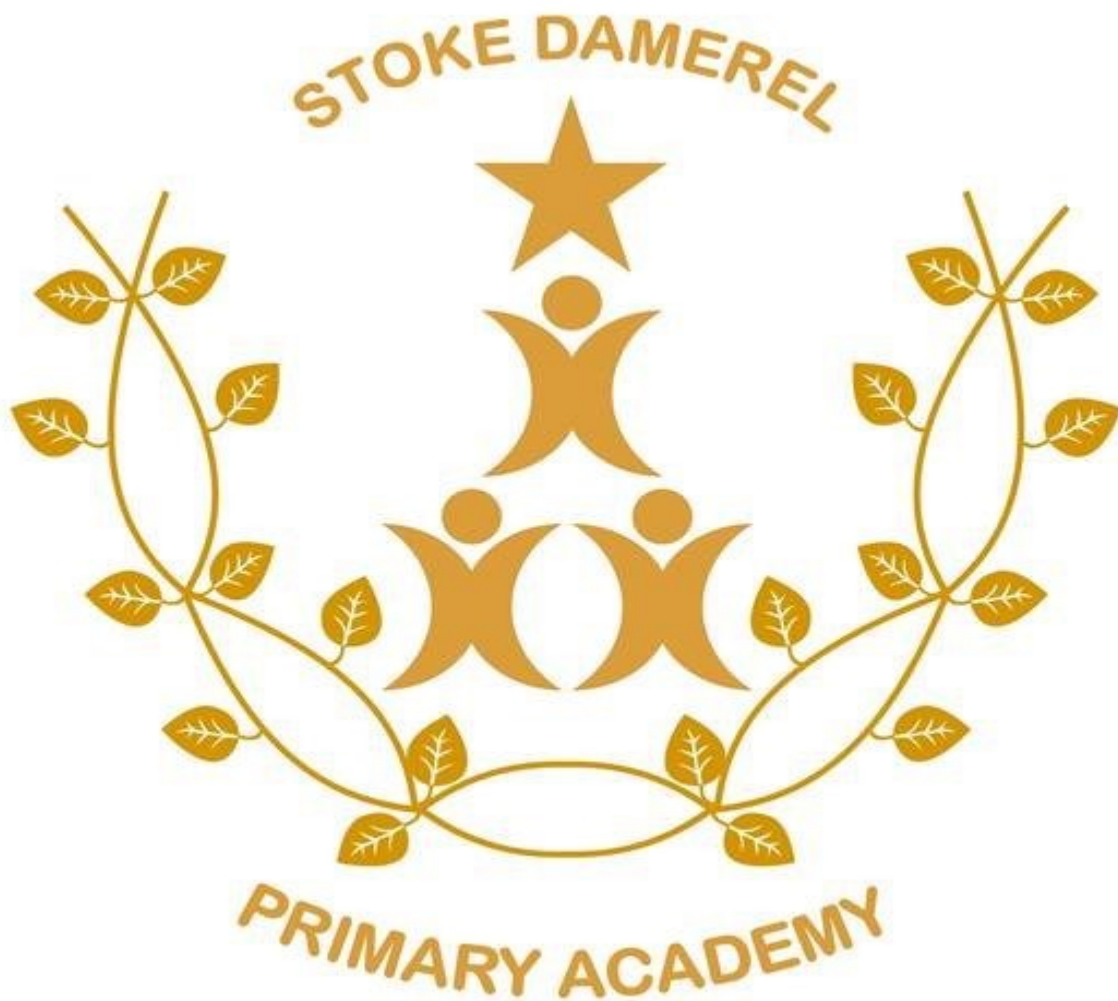




Accessibility Plan



Reviewed June 2019

**DREAM BIG
ACHIEVE TOGETHER**



Our 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.



Stoke Damerel Primary Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible.

At Stoke Damerel Primary Academy we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

This Accessibility Plan will be made available online on the school website, and paper copies are available upon request.

We are 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.





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. This policy complies with our funding agreement and articles of association.

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because their first language is different from the language in which they will be taught.

Stoke Damerel Primary Academy has adopted this Accessibility Plan in line with the school's SEN Information Report with the aim of ensuring that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our SEN Information Report outlines the school's provision for supporting pupils with Special Educational Needs and disabilities (SEND). This Accessibility Plan, in conjunction with our SEN Information Report explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and provides an outline of how the school will manage this part of the SEND provision.



This Action Plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aims	Actions	Success criteria	Training	People	Resources	Budget
The school will continue to develop its contingency plans for accommodating any disabled pupils or staff that may join the school in the future.	1. Consider each year any potential requirements	Minute from Finance and Premises Committee	Staff, particularly teachers as required Inclusion leaders	F&P Committee	Time and paper	Depends on case
The school will continue to develop its contingency plans for individual children if there any issue arises	1. Incorporate into care plans and PEEPs	Inclusion care plans		Inclusion AHT / SEND-Co	Time	
The school will continue to consider improvement of access (particularly for wheel chairs) in the design of all its construction works.	1. Check all project requirements	Minute from Finance and Premises Committee		F&P Committee	Time	n/a
Premises Committee to be informed of any relevant disabilities in incoming pupils/staff.	School home liaison officer & Inclusion leaders to inform SBM &	Minute from Finance and Premises Committee		HSL / SBM / Head	Effort and attention	n/a
This plan to be reviewed annually in October	SBM & Inclusion leaders	Minute from Finance and Premises Committee		F&P Committee	Time,	n/a



Aims	Actions	Success criteria	Training	People	Resources	Budget
Review risks and update PEEPS	1. Write plan for existing disabilities 2. Review as necessary	Annually		F&P Committee	Time	n/a
In conjunction with Headteacher & SBM review training needs		Annually	Yes	Committee	Time	
Improve the accessibility, presentation and appearance of information / teaching resources in all classrooms (differentiation, visuals and other specific learning adaptations)	Monitoring during learning walks and professional days. Feedback and coaching sessions.	Lessons and lesson resources are accessible to children of all abilities to allow them to make good progress. (progress data)	Coaching	Class teachers, LSAs SENDCO	Time, policy, models	n/a

[Links with Other Policies](#)

This Accessibility Plan is in conjunction with the following policies and documents:

- Health and Safety Policy
- Equality Diversity and Inclusion Policy
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy