

THE STOKE POGES SCHOOL

Accessibility Plan

Date Approved	September 2024
Recommended Review Period	Three years
Date of Next Review	September 2027
Person Responsible for the Plan	Mr Gerard Geraghty (SENDCo)
SEND and Inclusion Governor	Mrs Raj Dhamrait

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.

The Stoke Poges School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Stoke Poges School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipates the need to make reasonable adjustments to accommodate their needs where applicable.

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 staff and governors.

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

The school's accessibility plan addresses our duty under the Children and Families Act (2014), the SEND Code of Practice (2015) and the Equality Act (2010)

3. Action Plan

Target	Strategies	Outcome	Timeframe	Responsibility	Goals
To ensure that pupils with a disability are treated as favourably as those without a disability	Review and, where appropriate, update the policies for Behaviour, Anti-Bullying, Equal Opportunities, SEN, PSHE and Teaching and Learning to consider the needs of those with a disability.	The needs of those with a disability are considered in everything the school does.	Ongoing	LA AB GG	All policies reviewed to meet the needs of disabled pupils, staff and parents.
To ensure that all members of the school community are aware of the disability access plan and can make contributions going forward	The Accessibility Plan should be available on the website and in any other requested format. The school bulletin and website should be used to encourage everyone to access the plan. Inset time should be used to make all staff members aware of the existence of this plan and to provide training to staff in dealing with children with a disability. Review F2 Welcome Pack information includes DES information. Ensure Welcome Evening references DES. At a full GB meeting, an agenda item should be included to make governors aware of the plan's progress.	The accessibility plan is used by the whole school community. Alteration to Induction arrangements.	Ongoing Annual	LA AB Phase Leaders JS	Regular updates are made to ensure provision for disabled pupils and parents. All staff are aware of the plan and arrangements required for any new pupils and their parents.
To ensure that the school leadership is aware of any issues faced by disabled pupils	Review attainment and achievement data, attendance data, exclusion data, pupil attitude surveys and behaviour and bullying records to identify areas where those disabilities are disadvantaged.	Children with a disability 'enjoy and achieve' at school.	Annually	LA GG AB	This is part of the school's self-evaluation process and is carried out annually.
To ensure that individuals with a disability are given appropriate levels	To offer pupils with a disability time to allow themselves to explain the difficulties they experience within school life and to help them overcome these.	All members of the school community are supported.	Ongoing	SLT GG Phase Leaders, all staff	Governing Board, SLT and CP annually ensure that pupils with disability are given appropriate support when planning staffing

of support	At staff/parent meetings and SEN meetings with parents, staff should seek feedback from parents as to any changes required by the school to better support members of the family with a disability. During reviews, staff members with a disability should be made aware of this plan and encouraged to raise issues and make recommendations for improvements in school life.		Ongoing Ongoing		and resources. At parents' meetings, views are sought from parents/carers to better support our disabled pupils. Children are given time in class and in assemblies to raise the issue of their disability and to share and celebrate their achievement.
Ensure that staff members with a disability are supported and the school makes reasonable adjustments to allow them to work effectively	Recruitment, development and retention information should be analysed to ensure that there are no signs that staff members with a disability are disadvantaged in any way. Reasonable adjustment plans formalised.	The school is an equal opportunity employer.	Ongoing	SLT Governors GG	This is fundamental to the ethos of the school. No staff members are disadvantaged. Support is regularly offered to staff where needed.
Ensure that all information and feedback from the strategies above is used to improve the school	All information gathered in the steps above should be documented and form part of the annual review of the above policy. A major review should take place every 3 years. Incorporate questions in the annual parental survey to measure how well parents feel that disability issues are dealt with at The Stoke Poges School.	The action is successfully implemented	Ongoing	LA AB GG Governors	Regular contact with our parents ensures the best provision. Regular Health and Safety audits from contractors and Governors ensure safe provision.
Gather information prior to the children beginning school to ensure that the needs of the child with a disability are met on admission	The school questionnaire is part of the admissions pack to all new families.	The questionnaire is analysed, and action is successfully implemented.	Ongoing during admission	LA GG AB	The strong relationship with our parents enables us to identify and support our disabled children and take steps to assist them from the beginning of their time at SPS.
Identify parents with disabilities so that we can better serve their needs	Review all admission forms to establish ways of identifying parents with disabilities.		Autumn Term 2023		The strong relationship with our parents enables us to identify and support our disabled parents and take steps to assist them.

Improving access to the curriculum and other school information

Target	Strategies	Outcome	Timeframe	Responsibility	Goals
To review and plan the steps needed to make the curriculum and extra-curricular activities accessible to all pupils	Review whether our current curriculum plans are inclusive for all pupils. Review how extra-curricular activities could be made inclusive for all pupils.	Delivery of personalised learning.	2023+	SLT Phase Leaders All staff	Provision is made for all pupils to engage fully with all aspects of the curriculum and extra- curricular activities.
To implement improvements and adaptations to the curriculum and extra-curricular activities	Use the findings from the above strategies to prioritise changes.	Delivery of personalised learning. List of all children with a disability given to staff.	2023+ 2023+	All staff	Ensure personalised provision for all pupils.
To provide information to pupils and parents in an appropriate format	The school will make use of the expertise provided by the LA and other experts to provide information in an appropriate format for those with disabilities	Information is available to all irrespective of their disability.	Ongoing	LA AB Phase Leaders	All pupils and parents will have their needs catered for when communicating with the school

Ensuring the whole school can meet the needs of individuals with a disability

Target	Strategies	Outcome	Timeframe	Responsibility	Goals
All staff should understand the needs of individual children with a disability	Set up a list of disabled children for use by supply and support staff. A copy of the form should be kept in the classroom file.	All members of staff should be aware of the needs of individual children whom they teach and supervise.	January 2024	SLT Phase Leaders	All disabled pupils have plans reviewed annually or sooner if the need changes.
To ensure that all pupils consider the needs of individuals with a disability	Review and update the PSHE curriculum to promote disability equality. Incorporate 'disability' and valuing diversity into assemblies.	The school promotes a positive attitude to disability and eliminates discrimination and harassment within the school community.	Autumn Term 2023+	SLT Phase Leaders	Part of good practice

Physical improvements to the environment

Target	Strategies	Outcome	Timeframe	Responsibility	Goals
To ensure full access to all areas for pupils with a disability	Identify where we have needs to enhance the physical environment for children, staff, parents or governors. Disabled bay in car park. Disabled toilets and access to classrooms. Stairs to be painted in contrasting colours.	A school environment that fulfils the needs of all Audit to be carried out to ensure people with a visual or auditory impairment are not disadvantaged	2023	Governors LA and KS	Stair lift available to the Year 3 and KS1 classrooms. Wheelchair access has been provided to the main school building.
To optimise the learning environment for children with an auditory impairment	To discuss with parents and organisations concerned with these disabilities simple ways to improve the classroom environment for those with a hearing disability	A good learning environment for those with hearing disabilities	Ongoing	LA and KS	Hearing loops can be purchased when required
To review the safety of the school grounds and play surfaces to increase safety for all children	To ensure that all playground refurbishment considers the needs of the visually impaired and children with other disabilities	Accessibility to all areas for all children	Ongoing	LA and KS	Entrance and exits have DDA-compliant rails and steps with correct ratios.
To support teachers with limited audio capacity	Purchase and update microphones, as appropriate		As appropriate		
The Governing Board needs to ensure that school refurbishment projects provide improved facilities for all users of the school with a disability	To ensure that any large capital projects consider the requirements of those with a disability	A school building that meets the needs of all users with a disability	Ongoing	Governors LA, KS and IJ: Monthly site checks	All new building projects are DDA compliant. All entrances and exits checked. All toilet facilities compliant. Ramps checked for safety and accessibility.

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 and SENDCo.

It will be approved by the SEND and Inclusion Governor.

5. Links with other policies

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

- Health and safety policy
- Equality, Diversity and Inclusion Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEN) Information Report
- SEND and Inclusion Policy
- Supporting Pupils with Medical Conditions Policy

Headteacher		Date	
Chair of Governing Board		Date	