

# Accessibility Plan 2017-2020 (Including EYFS)



## What is an 'Accessibility Plan'?

An Accessibility Plan is a pragmatic framework used to support the implementation of a school's policies, facilitating access to disabled pupils and those with learning difficulties. This plan is written in line with Section 10 of Equality Act 2010 and fulfils criterion 17b of ISI Inspection Guidance, as evidence of reasonable adjustments made to mitigate against potential sources of discrimination at Stonar School.

This plan covers the following areas

- Increasing the extent to which disabled pupils can access the curriculum;
- Improving the availability of accessible information for disabled pupils,
- Improving access to the physical environment of the school, adding specialist facilities as necessary and appropriate. This covers improvements to the physical environment of the school and physical aids to access education.

The plan covers a three-year period, and will be reviewed annually by the Special Educational Needs and Disabilities (SEND) Committee.

## Current Range of Known Disabilities and Prioritising Accessibility Solutions

The school has children and young people with a wide range of disabilities, both medically identified, such as visual impairments, and learning difficulties such as ASD, ADHD/ADD and dyslexia. This list is not exhaustive.

### Prioritising Accessibility Solutions

This is shown on a 1-5 scale where the following potential impacts on members of the Stonar community apply:

1= low priority with very low impact

2= low priority with low impact

3= medium priority with moderate *potential* impact

4= medium priority with moderate *current* impact

5= high priority with significant *current* impact

Where identified as 'current' impact, we have a pupil for whom an item is relevant. 'Potential' impact allows for current students, whose needs may change and need further assessment.

### Feasibility of Accessibility Solutions:

Feasibility of solutions is scored as follows:

1= problematic due to building/planning restrictions, such as 'listed' status

2= problematic due to internal financial constraints.

3= requires specific time/financial and *external* input. May be included in updates if necessary

4= requires specific time/financial planning and internal input. May be included in updates if necessary

5= can be updated 'as and when' necessary via the internal maintenance team.

Where identified as 'external', input would require work to be undertaken by external contractors. 'Internal' input would require the Stonar maintenance team to undertake the work.

*Where a 'solution' has high priority but low feasibility, risk assessments are undertaken to mitigate potential negative impact on individuals/groups*

### Access to the curriculum -

Sporting Curriculum:

It will be hard for a pupil with a mobility impairment to access fully the team sports' and games programme; however, an alternative fitness programme involving swimming, and use of the fitness suite would be constructed when necessary. Pupils with sight impairments may find it hard to fully access the team sports' programme; however, there will be sports in which they can participate should they wish to do so. Pupils with a hearing impairment can take part in the sports' programme. If they wish to do so, they may wear hearing aids during matches.

Curriculum trips & co-curricular activities require individual pupils' needs to be considered in order to ensure appropriate staffing/supervision and safety provision and to devise a suitable activity programme. The vast majority of venues now include access arrangements which will enable pupils with a mobility impairment to be able to partake fully in curriculum trips. However, an exception might be a Geography field trip, Durdle Door, for example. Many venues now include audio/visual technology that enhances the experience for partially sighted people and care would be taken to choose these venues where possible over others. To support pupils with a hearing impairment, due regard is given to the facilities offered for hearing aid loops etc. .

Recreational and co-curricular activities include outings and trips at weekends, and consideration is given according to the needs of the individual, to include appropriate supervision and safety precautions. The programme of weekend/recreational activities is devised to include a sufficient range of activities for pupils with disabilities to choose viable options.

Measures outlined here are in addition to measures/reasonable adjustments outlined in pupil profiles and the school SEND policies and procedures, and the schools Equality policy.

Written 2017-12-11 HR

<b>Objective</b>	<b>Implementation</b>	<b>By whom</b>	<b>Success Criteria for Monitoring</b>	<b>Date reviewed &amp; comments</b>
Improve curriculum accessibility via use of appropriate technology	Use of technology appropriate to individual pupils' needs, as identified on profile, in line with SEND policy.  Technology may include: viewers, tablets, laptops, t-loops (this list is not exhaustive)	Class teachers Installation in liaison with Network Manager/Computer Science Department Individual pupils' use of laptops discussed with SenCo Specialist technology provided by parents according to pupil need	Monitoring of pupils' normal way of working in line with 'Access Arrangement Policies' and school SEND policy.	Ongoing for pupils' individual use of ICT (review Feb 2019)  Class sets iPads currently in use (review Feb 2019)  Staff training on OneNote and ClassNote (9 Jan 2018)
Facilitate access to sports curriculum	Pupils with mobility issues and visual impairments may work on an alternative fitness programme, such as swimming and fitness classes, where it is not possible to adapt mainstream lessons appropriately. Pupils with hearing impairments may wear hearing aids during matches.	PE staff Specialist equipment to be provided by parents according to pupil need	Engagement in sports curriculum lessons	Feb 2019

### Delivery of information

<b>Objective</b>	<b>Implementation</b>	<b>By whom</b>	<b>Success Criteria for Monitoring</b>	<b>Date reviewed &amp; comments</b>
The school website designed be accessible to disabled users	Ensure search facility is clearly embedded Ensure website is compatible with multiple devices	Head of Marketing & Admissions Network Manager SenCo, SSMT	Website is accessible on multiple devices	New website launched in January 2018 (review Feb 2019)
To allow pupils with visual difficulties to participate in lessons	Liaise with family/EHCP/other professionals to ascertain	SenCo, PIP, House Parent Pupils' family.	Pupil will be able to access curriculum and make progress	SenCo and TAC meet regularly to support

	'best practice', in line with SEND policy	Other professionals where applicable.		individuals (Review Feb 2018)
To allow pupils with hearing difficulties to participate in lessons	When a young person with a hearing impairment is admitted to the school, a portable hearing loop should be purchased by parents  All teachers teaching pupils with hearing impairments would be fully briefed about appropriate seating arrangements and ensuring that lip reading is facilitated where necessary.	SenCo, supported by the Network Manager to ensure compatibility of software/hardware	Loop will be purchased and functioning	N/A - at present no pupils have hearing impairment

### School Context- Access to the Physical Environment of the School.

The buildings at Stonar comprise of listed Georgian buildings through to purpose-built teaching blocks and post-war buildings in the curtilage of the listed Dower House. The school has been updating its on-site facilities and the school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings are used whenever possible. However, it is recognised that Stonar School has access arrangements that may prove challenging for some individuals with physical difficulties as some rooms are within older buildings that are not accessible to all. The majority of the teaching rooms are on the ground floor and there are several accessible toilets onsite but not within all buildings in the school.

School Building	Description	Use of building	Current accessibility	Potential solution	Feasibility (1= problematic, 5= straightforward)	Priority (1= low, 5=high)
Buckle Hall	Mid 20 <sup>th</sup> Century purpose built building	Large hall for assemblies, school plays and examinations	2 external doors at ground level No doors are power assisted	Replacement of existing external door for those suitable for pupils	3	3

				with mobility issues		
Music School	Stone-built extension to Wiltshire Hall, opened in 1987	Class music lessons, 1:1 and small group music rooms, instrument storage, music office	2 external doors with no power. Both doors are at ground level.	Replacement of existing external door for those suitable for pupils with mobility issues, Ramp to doors	3	2
6 <sup>th</sup> Form Centre (Upper Floor)	Converted out-building near to Ganbrook House	Art room, photography room, dark room, storage space	Stairs and internal lift	Replacement of existing external door for those suitable for pupils with mobility issues,	3	2
Beaufort	Mid-20 <sup>th</sup> Century stand-alone modular building	Teaching space, computer lab, staff work space, PIP room	2 external doors at ground level, without power assistance	Replacement of existing external door for those suitable for pupils with mobility issues	3	2
Equestrian Centre Office	Double storey building (teaching space on First floor)	Office	Step up into the office space	Ramp access to facilitate wheelchair access to external door	4	2
Sports Hall	Single story multi-use sports building	Indoor sports, examinations	External doors at ground level and ramped entrance	Replacement of existing external door for those suitable for pupils with mobility issues	3	2

Science (Biology and Chemistry)	Purpose built science labs	Biology and chemistry labs, prep room, staff working area	2 external doors, with ramp access No power assistance to doors	Replacement of existing external door for those suitable for pupils with mobility issues	3	2
Science (Physics)	Purpose-built science labs in 2004	Physics labs, prep room and toilet	Wheelchair accessible (inc toilet) No powered door	Add power to external doors	3	3
Dining Hall	Single-storey, add	Eating space	External door at ground level. Doors not power assisted	Replacement of existing external door for those suitable for pupils with mobility issues	3	2

Updated May 2018

*Due for review by the Directors : May 2019*

*Due for reviewed by the Advisory Body and approval by the Directors (date):*

*Signed:*

*(Director)*

*(Head)*