



**STOCKTON PRIMARY  
SCHOOL**

PART OF STOWE VALLEY MULTI ACADEMY TRUST

# Stockton Primary School

## Accessibility Plan

### 2021 - 24

## **Vision statement**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to the Governing Body, an individual or the Head. At Stockton Primary School the Plan will be monitored by the headteacher and evaluated by the LGB. At Stockton Primary School 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. The Stockton Primary School Accessibility Plan has been developed and drawn up based upon apparent needs and requirements emerging from the community. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. Stockton Primary 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 Stockton Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education.

### **Aims and Objectives**

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment

### **Current good practice**

- Good communication with new parents and families ensures any disabilities, medical or health conditions are known about in advance so that planning and preparation can take place before a child starts school
- Pupils with disabilities participate fully in the curriculum and school life
- School ensures that pupils with disabilities and health conditions are able to access experiences which are part of the wider school life such as after school clubs, visits and residential
- The site environment has some positive adaptations for those with physical disabilities

### **Accessibility Action Plan**

#### **Priority 1 –further increase access to the curriculum for pupils with disabilities**

| <b><u>Targets</u></b>  | <b><u>Strategies</u></b>   | <b><u>Time frame</u></b> | <b><u>Responsibilities</u></b> |
|--|--|--------------------------|--------------------------------|
| To ensure pupils in F1 and any pupils joining F1 with disabilities are receiving good provision – see also EYFS development plan | Good communication and liaison with parents to ensure provision is in place and assessments are carried out in a timely fashion if children present with additional needs<br>Ensure any equipment needed is readily accessible | On-going                 | Nursery Staff<br>EYFS Lead     |

|  |  |                             |  |
|--|--|-----------------------------|--|
| To ensure excellent transition to F2 (Reception) for any pupils with additional needs/disabilities     | Timely communication with EYFS settings other than Stockton Nursery to ensure information is gathered in advance in order for preparations for pupils to be carried out if required.   | Spring term 2022            | EYFS Lead<br>HT                        |
| Further develop relationships with external professionals for pupils with medical/health needs         | Ensure that referrals are made to Connect for Health when needed<br>Liase effectively with nursing team<br>Ensure training for staff is up to date – epipen etc.   | Autumn and Spring term 2022 | HT<br>SENDCO                           |
| Further develop relationships with external professionals for the benefit of pupils with SEND          | Continue to build working relationships with SENDSUPPORTED and access a range of expertise from within this organisation<br>Continue to deploy the services of a specialist teacher<br>Commission CPD to upskill all school staff in identified areas of SEND<br>Build relationship with new Ed Psych – liase effectively for the benefit of identified pupils and deliver CPD for staff | On-going                    | HT<br>SENDCO<br>Teaching staff<br>TA's |
| Further develop teaching and learning so that adaptations are appropriate and impacting on achievement | CPD for staff<br>Monitoring which focusses on the achievement of pupils with SEND  | Autumn 2022                 | HT<br>SENDCO<br>Teaching staff         |

|  |  |                                     |                           |
|--|--|-------------------------------------|---------------------------|
|  | Action planning for pupils with SEND   |                                     |                           |
| To ensure that all resourcing for pupils with SEND is appropriate and in place | SEND audit – inclusive classroom – do pupils have –<br>Coloured overlays<br>Writing slopes<br>Wobble cushions<br>Weighted blankets etc   | On-going                            | SENDCO                    |
| To further develop positive culture towards disability and inclusivity         | Ensure school environment/display reflects disability in a positive light<br>Celebrate events such as paralympics, disability awareness month etc.<br>Ensure PSHE lessons include positive learning about disability<br>Share texts which feature characters with disability | Academic year 2021 – 22<br>On-going | HT<br>SENDCO<br>PSHE lead |

**Priority 2 – maintain and improve access to the physical environment**

| <b><u>Targets</u></b>  | <b><u>Strategies</u></b>  | <b><u>Time frame</u></b> | <b><u>Responsibilities</u></b> |
|--|---|--------------------------|--------------------------------|
| Improve the physical environment of the school and when doing so take into account the needs of those with disability      | Classroom adaptations in Beech class to include disabled toilet<br>Doorways of adequate width<br>Floor surfaces which are smooth and without changes in height<br>Opening up of the space with the removal of interior wall – creation of open space<br>Velux windows to provide enhanced natural light | 2022-23                  | SVM<br>HT                      |
|  | Main school building<br>Reconfigure toilet/meeting room block to provide better facilities for all – adaptations to include disability access   | 2023-24                  |                                |
| Improve the condition of the playground surface so that children with disabilities have access to safe surfaces to play on | Resurface the playground with appropriate materials   | 2022-23                  | SVM                            |
| Replace the ramp leading up to the nursery building  | Replace the ramp so that it is safe and disabled access is maintained   | 2021-22                  | SVM<br>HT                      |
| Replace play equipment on the school field and ensure  | Survey the current equipment and make safe/remove   | 2023 -24                 |                                |

|  |   |      |    |
|--|---|------|----|
| structures are suitable for pupils with needs  | Research market for inclusive play equipment<br>Create active play area for all |      |    |
| Identify a disabled parking space for visitors | Set aside a parking space for visitors with mobility needs                      | 2022 | HT |