



Accessibility Plan 2022-2024 (Including EYFS)

1) 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:

1. Increasing the extent to which disabled pupils can access the curriculum.
2. Improving the availability of accessible information for disabled pupils.
3. 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.

2) 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.

1. 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.

2. 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

3. 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.

Objective	Implementation	By whom	Success Criteria for Monitoring	Date reviewed & comments
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. Class sets iPads currently in use. Staff training on Teams and One Drive in April 2020.

	Where appropriate, pupils have paperless systems using One Drive to organise files – documents uploaded for them ahead of lessons and no paper worksheets handed to those pupils.			
Access to the curriculum for pupils with identified SEND needs.	Accurate and user friendly Pupil Profiles created for each SEND pupil Pupil Profiles accessible to teaching staff and, where appropriate, meetings held by the Head of Learning Support with teachers to go through a pupil's Profile Head of Learning Support conducts training for teaching staff in INSET.	Head of Learning Support Class teachers.	Head of Learning Support to visit lessons to monitor the teaching practice to ensure that Pupil Profiles are being followed.	Reviewed in September 2021 to monitor progress of individual pupils by Jo Birkett-Wendes, Head of Learning Support. Review of SEND pupils' exam results in Sept of each year with DH (Academic), Head and Head of LS.
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.	

3) Delivery of Information

Objective	Implementation	By whom	Success Criteria for Monitoring	Date reviewed & comments
The School website designed to be accessible to disabled users.	Ensure search facility is clearly embedded. Ensure website is compatible with multiple devices.	Director of Marketing & Admissions Network Manager SENCo LT	Website is accessible on multiple devices.	New website launched in January 2018. Website review in January 2021. New website launched in July 2021.
To allow pupils with visual difficulties to participate in lessons.	Liaise with family / EHCP / other professionals to ascertain 'best practice', in line with SEND policy.	SENCO PIP House Parent (Boarders) Pupils' family Other professionals where applicable	Pupils' will be able to access curriculum and make progress.	SENCO and TAC meet regularly to support individuals.
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.	Annual EHCP review of relevant pupils.

4) 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 th Century purpose built building.	Large hall for assemblies, school plays and internal examinations.	2 external doors at ground level. No doors are power assisted.	Replacement of existing external door for those suitable for pupils with mobility issues.	3	3
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 th 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	3	2

				with mobility issues.		
Beaufort	Mid-20 th Century stand-alone modular building.	Teaching space, computer lab, staff work space, Learning support 1:1 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 / changing rooms / Lecture rooms	Double storey building	Office, teaching / lecture space and viewing gallery on first floor.	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. Step up to room S5	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 and servery.	External door at ground level. Doors not power assisted.	Replacement of existing external door for those suitable for pupils with mobility issues.	3	2
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Reviewed by the Advisory Board (date): May 2016, May 2018, Nov 2020, May 2022

Signed:  (Director)  (Head)

Date reviewed: 19 May 2022

Due for review by the Advisory Body: May 2023