

Stocks Green Primary School
Accessibility Policy and Plan
January 2025

Accessibility Plan	
Written by:	Joe Endersby
School Staff responsible for the policy:	Inclusion Team
Approved on:	January 2025
To be reviewed:	January 2026
Governor committee responsibility:	Finance and Premises/ S and C

This policy has been impact assessed by Peter Hipkiss in order to ensure that it does not have an adverse effect on race, gender or disability equality.

Stocks Green Primary School Accessibility Plan January 25

At Stocks Green Primary School, our values reflect our commitment to a school where there are high expectations of everyone. We strive to create an environment that is accessible and inclusive for all, reflecting the importance of addressing physical, sensory, emotional needs, and neurodiversity.

Children are provided with high-quality learning opportunities so that each child attains and achieves their potential. We foster proactive communication by holding regular parent-teacher meetings and maintaining open channels to address any concerns promptly. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.

We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. 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.

To ensure compliance with the Equality Act 2010, we implement reasonable adjustments based on assessed needs with clear timelines and follow a transparent complaint-handling process. We are also mindful of our Public Sector Equality Duty (PSED), ensuring we consider equality in our policies, decision-making, and practices to foster inclusivity and accessibility for all stakeholders.

Objectives

Stocks Green 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 school recognises and values parent's 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 Stocks Green Primary 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 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for

life as 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 after-school 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 within a reasonable timeframe;

- 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 within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Stocks Green Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency procedures
- Health & Safety Policy
- School Improvement Plan
- SEND Report
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Finance and Premises and the Standards and curriculum committees

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary, throughout the school year, and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Team**
- **School Business Manager**
- **Site Manager**

Stocks Green Primary School is committed to providing a fully accessible environment which values and includes all students, staff, parents and other stakeholders regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We undertake rolling reviews of our pupils needs to ensure the best possible access to education for all.	
Technology	Use of Clicker software
	Tailored ICT equipment to support access to the curriculum.
	Purchase of i-Pads to be used specifically by pupils with Speech and language difficulties.
Emotional	Furnishing of dedicated breakout spaces within some classrooms
	A smaller unfurnished, sensory room has been developed for pupils with SEMH needs and larger room made available for 1:1 support
Site security	Additional security and separation from on-site pre-school as well as car park and border fencing
Curriculum	Regular focus on annual anti bullying week
	Outreach to local ethnic and religious communities to share with pupils as part of RE.
	Inclusion Team to monitor quality of differentiation and provision for SEND pupils. To provide alternatives to recording e.g. voice recognition or iPad.
EAL	Use of external charity support, local communities and staff members to facilitate communications concerning pupil educational outcomes, development, wellbeing and support inclusion for refugees
	Respond to changes in the pupil population to seek support from the Local Community to interpret or translate both basic and pupil specific communications.
	Use the Oak Academy Language Program where a need arises to support EAL pupils with limited English.
	Use of Google Translate to assist with language interpretation
Refugees	The school currently has limited exposure to refugees from Ukraine. In addition to EAL detailed above the school will work with, and seek advice, from the established support agencies supporting refugee families.
Economic	We consider favourably requests from families on low incomes to support with the purchase of uniform, club attendance
	The school PTA provides a second hand uniform service which includes additional items including coats free of charge
	The school continues to administer Holiday School meals vouchers for Free School Meals pupils. We actively encourage qualifying families to apply for FSM and guide them through the process if required.

	No child is prevented from attending educational visits, performances etc. for economic reasons. Shortfalls are met from donations and commissions earned by the school
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Communications	Use of Arbor to facilitate communications, SMS, Emails and paper letters to ensure all families are able to access information
Intervention Space	A smaller room has been developed for pupils for to work in small groups with TA's
Playground	Parts of the playground have been resurfaced to ensure its accessible and safe for all
	OPAL -a review of playground procedures and provisions as to how break and lunch times can be better organised to support all children's needs has taken place and children have embraced and enjoy this change
Forest School	We are developing the facilities for KS2
Basic Site maintenance	To ensure all areas are accessible for all pupils and adults. The ramp that was installed at the front of the school was found not to comply with building regulations. This cannot be used until it is rectified. Other compliant arrangements are currently in place
Staff Training	Staff training in supporting pupils with SEND. To make sure that all staff are aware of the new SEN structure. To focus on ASD and Dyslexia/ Outreach courses organised by Nexus to be available throughout the year.