



## **DISABILITY EQUALITY SCHEME AND ACCESSIBILITY**

<b>Name of School</b>	<b>Stanmore Primary School</b>
<b>Date of Policy Issue</b>	<b>October 2023</b>
<b>Date of Policy review</b>	<b>October 2024</b>
<b>Name of Headteacher</b>	<b>Mrs Sharon Taylor</b>

### **INTRODUCTION**

#### **Schools' duties around accessibility for disabled pupils**

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

This plan sets out the proposals of the Governing Body of the school to

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils

#### **Disability Equality Scheme and Accessibility Plan**

This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Stanmore School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

<b>Stanmore Primary School Accessibility Plan 2023-24</b>			
<b>1. Gathering Information</b>			
<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Review/completion</b>
Implement and maintain a monitoring system to support children with a disability	<ul style="list-style-type: none"> <li>• Maintain a register of children with a disability</li> <li>• Seek external support (PD advisory teacher)</li> <li>• Monitor patterns of Attendance</li> <li>• Monitor participation e.g. in trips</li> <li>• Monitor Progress and Attainment</li> </ul>	Headteacher Inclusion Leader	ongoing and termly
Ensure the needs and aspirations of groups and individuals are met and understood	<ul style="list-style-type: none"> <li>• Ensure that the Schools' Admissions form gains information with regard to disability or other access needs</li> <li>• Ensure above information is shared</li> <li>• Analysis of attainment and progress of groups of and individuals through termly progress meetings</li> <li>• Seek the views of those with disabilities</li> </ul>	Headteacher and Inclusion Leader	ongoing and termly
<b>2. Maintaining the extent to which disabled children have access to the school curriculum</b>			
<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Completion</b>
Ensure the school continues to develop children's awareness of disability and ableism	<ul style="list-style-type: none"> <li>• Ensure provision through use of bespoke Emotional Literacy Support Assistant) ELSA materials and whole school PSHE units</li> <li>• Use of Circle Time</li> <li>• Provide opportunities for children to meet with</li> </ul>	Headteacher and Inclusion Leader	ongoing and reviewed termly

	<p>people with a range of disabilities, including hidden disability</p> <ul style="list-style-type: none"> <li>• Ensure books in school promote a positive image of disability</li> <li>• Continue to seek advise from the Local authority advisor for social justice and diversity</li> </ul>		
Ensure all children have access to trips and extra-curricular activities	<ul style="list-style-type: none"> <li>• Ensure that the trips are accessible to all as appropriate for at least 60% of activities prior to booking</li> <li>• Ensure transport is booked as required</li> <li>• Carry out risk assessments prior to trips</li> <li>• Involve parents in planning where appropriate</li> <li>• Provide affordable support for children in out of hours activities</li> </ul>	Headteacher and Inclusion Leader	Prior to the visit and signed off 1 week before the visit
Ensure staff are appropriately trained	<ul style="list-style-type: none"> <li>• Ensure appropriate training for staff in Dyslexia, ADHD, ASC, diabetes, allergies etc.</li> <li>• Ensure specific training for disability issues</li> <li>• Ensure all teachers are able to utilise appropriate resources and differentiation to ensure accessibility to the curriculum</li> <li>• Access external agency support</li> </ul>	Head teacher and Inclusion Leader	Termly
<b>3. Improving the physical environment to increase disabled children and adult accessibility</b>			
<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Completion</b>
Increase access to as much of the building as possible given the age of the building	<ul style="list-style-type: none"> <li>• Seek information on the needs of users and pupils</li> <li>• Improve access to toilets for wheelchair users and those with mobility issues</li> </ul>	Headteacher and Governor Resources Committee	Annual

	<ul style="list-style-type: none"> <li>• Ensure all bells and buzzers are accessible from a wheelchair as appropriate/possible</li> <li>• consider modifications when undertaking new building work –e.g steps/ramps as possible</li> </ul>		
Ensure disabled adults are considered equally in the selection process for advertised posts	<ul style="list-style-type: none"> <li>• Welcome all applications for advertised posts</li> <li>• Encourage all members of the school community to consider becoming a Governor</li> </ul>	Headteacher and Assistant Headteacher	ongoing
Ensure Clear signage	<ul style="list-style-type: none"> <li>• Ensure disabled toilet is clearly signposted</li> <li>• Ensure disabled parking is clearly signposted</li> </ul>	Headteacher and site manager	Half termly
Ensure provision is made for disabled children and adults in an emergency evacuation	<ul style="list-style-type: none"> <li>• Ensure all emergency evacuation plans are kept up to date</li> <li>• Ensure disabled visitors are provided with a plan of the building with accessible fire exits</li> <li>• Ensure website provides visitors with information about access</li> </ul>	Headteacher and Inclusion Leader	Annually Visitors on Entry
<b>4. Improve accessibility of written information</b>			
<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Completion</b>
Ensure accessibility of information sent to parents and carers	<ul style="list-style-type: none"> <li>• Inform parents that alternative forms of information are available at their request</li> <li>• Electronic newsletters enable parents to receive an enlarged version</li> </ul>	Headteacher and Admin Officer	Annually or as needed
Ensure access to support is signposted for parents with a disabled child	<ul style="list-style-type: none"> <li>• Liaise with parents to identify support needs</li> <li>• Liaise with Hampshire County Council for provision of support</li> <li>• Liaise with the SEND team</li> </ul>	Head teacher and Governor Resources Committee and site manager	Term Review
Ensure children are able to access learning through developing their own understanding of how they learn best	<ul style="list-style-type: none"> <li>• Review policies with regard to children with disabilities</li> </ul>	HT Inclusion Leader	Annually

