



St Anne's (Stanley) C of E Primary School Accessibility Plan

Context

St Anne's (Stanley) C of E Primary School is 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 thus ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, regardless of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of awareness, inclusion and diversity in which all of those connected to the school feel proud of their identity and are able to participate fully in school life.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Section 10, relating to disability, of the Equality Act 2010. The plan is created in response to the recommendations made in our school's last access audit which took place on 6th May, 2020.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Aims

1. St Anne Stanley CE Primary School has adopted this accessibility plan in line with the school's **Special Educational Needs and Disability policy** with the aim of ensuring that our school is socially and academically inclusive; that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.
2. St. Anne Stanley School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The Accessibility Plan will cover a three year period and be updated annually.
4. The Accessibility Plan will contain relevant actions to:

Physical Environment

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Curriculum

Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural

activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Written Information

Improve and make reasonable adjustments to 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 time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies and Terms of Reference are reviewed, a section relating to access will be added to that on Equality and Diversity.
7. The Plan will be monitored by the Governors.

Objectives

We are committed to providing an environment that enables full access and values all pupils, staff, parents and visitors regardless of the 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 cultural awareness within the school.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

SEND

Our **Special Educational Needs and Disability policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives (Equality Policy and Action Plan 2020-2023)**, explains how we ensure equal opportunities for all our pupils; increased access to the curriculum; physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Our SEND policy, SEND Information Report, Local Offer and Equality Policy and Action Plan can all be accessed on the school website:

The attached action plan tables are based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND.

Responsibilities

The governors and senior leaders are responsible for determining the content of the policy. The headteacher is responsible for the implementation of the policy.

Monitoring and Review

This accessibility plan, its progress and outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

This policy will be reviewed every three years.

Signed by

Mrs. M. Winder

Mrs. J. Simons

Mrs. E. Stokes

SEND Governor

Head teacher

SENCO

Date: 04.11.22

Date: 04.11.22

Date: 04.12.22