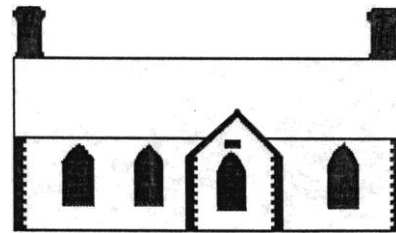


# Earl Sterndale CE Primary School



## Accessibility Plan

Summer 2024

## **Key Objectives**

To reduce and actively promote equality by eliminating barriers to accessing the curriculum, and for pupils to have full participation within the school community.

## **Principles**

Compliance with the Disability Discrimination Act (incorporated in the Equality Act) is consistent with the school's aims and equal opportunities policy, the operation of the SEND policy and SEND Information Report. The School recognises its duty under the DDA (as amended by the SENDA)

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services.
- Not to treat disabled people less favourably
- To take reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility Plan.

We recognise and value parent's knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents and child's right to confidentiality.

The School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the Key principles in the National curriculum, which underpins the development of a more inclusive curriculum.

- Setting suitable learning challenges.
- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individual groups of pupils

## **Purpose of Plan**

This plan shows how Earl Sterndale School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## **Definition of disability under the Equality Act 2010**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people defined as disabled or with such conditions do not necessarily have SEN but will have rights under the Equality Act. There is a significant overlap between disabled children and young people and those with SEN, where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

### **Areas of planning responsibilities**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education);
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils).

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### **Contextual Information**

Earl Sterndale School has been in its current location since 1850. The original building houses the office and junior class. In 2015 a significant extension was added, consisting of a new Link corridor leading up to a new infant class and kitchen.

In the original building, the entrance to the Office is level access from the playground. The junior class entrance is either from level access around to the rear door or from the playground down steps to the Link. This building links the junior class, junior toilets, accessible/disabled WC, caretaker store and office to the infant class and kitchen by means of 6 steps. The infant classroom for Reception, Year 1 and Year 2 pupils has a level access to an outdoor area and infant class from the playground.

### **Current Range of known disabilities**

At present we have no wheelchair dependent pupils, parents or members of staff. The school has currently no children with a severe physical disability and all children can use steps. There are children with sensory needs, specific learning difficulties and medical conditions.

### Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. This document is intended as a guide which will only come into operation should the need arise to accommodate pupils or staff with accessibility needs beyond what are already in place.

Area of Need	Targets	Strategies	Outcomes	Responsibility
Physical environment	The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual disabled pupils when required.	Disabled pupils, staff, governors, parent/carers and visitors are able to access all areas of school	SENDCo/Headteacher
	All educational visits to be accessible to all. Develop guidance for staff on making trips accessible	Ensure each new venue is vetted for appropriateness	All pupils in school able to access all educational visits and take part in a range of activities	Staff organising visits/ EVC
	Layout of school to allow access for all pupils to all areas and classroom organisation appropriate for disabled children e.g. desks are adjustable in height.	Consider needs of disabled pupils, parents/carers or visitors when organising classroom and when considering any redesign.	Any re-design buildings are usable by all and needs of children with specialist equipment met.	Headteacher/governors(H&S)

Improving access to curriculum	Make sure all areas of school can have wheelchair access	Install the lift/ramp (area in library already in place) if wheelchair access required and entry doors are wide enough, ensuring £5000 contingency is carried forward each year.	School is prepared for the introduction of children with specialist needs.	Governors (H&S,Finance Committee)/Headteacher
	To have appropriate storage space for specialist equipment.	Ensure any new building plans involve extra storage space.	Equipment can be stored safely	Headteacher/governors(H&S)
	Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for any identified pupil(s) as required. Develop a system to ensure all staff are aware of their responsibilities Egress routes visual check	All disabled pupils and staff working alongside are safe in the event of a fire All fire escapes are suitable for all.	Governors (Health and Safety Committee)/Headteacher/Care-taker
	Improve signage and external access for visually impaired people	Yellow strip mark step edges All doors clearly labelled. Re-label all doors at mid-level in	Improved signage	SENDCo/Headteacher/site manager/ Class Teachers/ Support Staff.

Visual Impairment	<p>Ensure all letters and communications are available in large print for VI parents and carers when requested</p> <p>Colour contrasts for door frames.</p> <p>Light switches at appropriate height</p>	<p>contrasting colours. Use large print / tape messages – use Support Service for Braille materials. Paint door frames.</p> <p>Lighting is accessible to all.</p>	<p>VI can access school, all parents/carers remain informed and level of provision improved.</p> <p>VI children have improved access.</p>	<p>Headteacher/Class teachers/Clerk/Staff</p>
Learning	<p>Specialist equipment provided where necessary.</p> <p>Improve access to IT</p> <p>Ensure new staff/governors understand duties under the Equality Act.</p>	<p>Ensure budget contingency is maintained.</p> <p>Purchase of technology to support specific learning difficulties</p> <p>Access training when needed</p>	<p>School can buy specialist equipment when needed.</p> <p>Access arrangements in line with legislation</p> <p>All governors/staff aware of their responsibilities</p>	<p>SENDCO/Headteacher/site manager/ Class Teachers/ Support Staff.</p> <p>Governors, Headteacher, SENDCO, Staff</p> <p>Headteacher/Governors</p>

Review Summer 2026