



# Stanbridge Lower School

## Disability, Equality & Accessibility Plan 2024-2027

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**STATUTORY**

## Statement of Intent

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.

This plan outlines how Stanbridge Lower School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## **1. Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy

## **2. Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil because of their disability.

### **3. The Accessibility Audit**

The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Disability, Equality & Accessibility Plan 2024-2027

**Aim: To increase access to the school curriculum**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Costs</b>	<b>Success Criteria</b>	<b>Review</b>
<b>Short Term</b>	To review all statutory policies to ensure they are inclusive	To comply with the Equality Act 2010	Ongoing	HT Subject Leaders		All policies clearly reflect inclusive practice and procedure	
	To identify pupils who may have additional needs	FLO to liaise with potential parents to identify need when children start at school	Ongoing	FLO HT		Children's needs are identified and catered for in the school provision	
	To liaise with outside agencies for pupils with ongoing health needs	FLO /SENCO to liaise with outside agencies to ensure collaboration between all key personnel	Ongoing	HT SENCO FLO		Collaborative working approach in place and children's needs are catered for	
	To ensure all medical needs are met for all pupils within the capability of the school	Conduct parent interviews  Liaise with external agencies  Implement medical strategies and care plans for children	Ongoing	HT SENCO School Nurse parents		Care plans and medical procedures are in place for children and these are being actioned by all key staff	

<b>Med Term</b>	To review attainment of all SEND children	<p>SENCO and Class teachers to track attainment and progress of SEND children</p> <p>Progress meetings: review all progress and attainment of SEND children and set relevant interventions to address gaps in learning</p> <p>SENCO and Class teachers to ensure the regularly liaise with parents through reviewing IEPs and as necessary</p>	Termly	HT SENCO FLO Parents	Half Day Cover for SENCO	Children are making progress towards their targets identified on the Provision Map and IEPs	
	To establish close relationships with parents/carers	To ensure collaboration and sharing between school and families	Ongoing	Class Teachers SENCO HT		A clear collaborative working approach is established and maintained for all children	
<b>Long Term</b>	To ensure full access to the curriculum for all	<p>The curriculum is differentiated to enable all children to progress</p> <p>To use assessment to assist in developing learning opportunities for children, assessing progress and addressing gaps in learning</p>	Ongoing	HT SENCO FLO		Strategies evident in lessons and classroom ensuring all needs of SEND children are being met.	

		<p>Interventions are identified at Progress meetings to address gaps in learning</p> <p>If needed seek specialist/specific equipment from Occupational Therapy to enable access to learning</p> <p>Eg Laptop, ipad, pencil grips, easy grip scissors, writing slope, adjustable chairs etc.</p>					
	To deliver findings to the Governing Body	Report on this plan at the Pupil & Curriculum and Meetings.	Termly	HT Governors		Governors fully informed on SEND provision and progress	

**Aim: To improve the physical environment of the school so the extent to which disabled pupils can take advantage of education and services are improved**

<b>Short Term</b>	To ensure all with an identified disability are able to be involved in school life	<p>Create access plans for children</p> <p>Put a PEEP in place if needed for children</p> <p>Encourage sharing of information to access needs and make sure they are met in school</p> <p>Undertake risk assessments for children with specific needs</p>	Ongoing	HT SENDO		Children with SEND have a clear care plan in place and are accessing the school curriculum and the wider life of school	
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		Apply for accessibility funding to provide equipment for children with specific needs					
<b>Med Term</b>	Improve the physical school environment	School to take account of the needs of pupils, staff, parents, and visitors with physical difficulties and sensory impairments and any other SEND need when planning improvements of the site and premises  - Identify wide access points, toilets facilities, access to field etc - Lighting - Age appropriate toilets etc	Ongoing and as needed	HT Governors SENDCO	Apply for funding as needed	All pupils, staff, parents and visitors can access classrooms, playground and field	
	To continue to ensure pathways around school are safe	Site agent to make regular checks of premises and report any defects to the Head Teacher for immediate action	Ongoing	HT Site Agent		Pathways around school are accessibility	
<b>Long Term</b>	To maintain Healthy Schools Award and Healthy Smiles Award	Continue to implement targets to maintain awards	Ongoing	HT PSHCE Subject Leader		A whole school approach is in place to maintain award and impact on health of children	
	To ensure disabled parking is maintained	Repaint lines and signage every three years.	Ongoing	HT Governors	£300	Disable parking bay is ready to use at all times	

**Aim: To improve the of delivery information**

<b>Short Term</b>	To improve access to written information for pupils, parents and visitors	<p>Adjust font sizes and page layouts/colours as needed</p> <p>Audit signage around the school to ensure this is visual</p> <p>Continue to ensure emergency lighting is in good working order</p> <p>FLO to be available to read and explain letters and information for those that require this</p> <p>Put all information on our website for easy access by parents , pupils and visitors</p>	Ongoing	<p>Office Staff</p> <p>FLO</p> <p>SENCO</p> <p>HT</p> <p>All staff</p>		Written information is accessible to all
<b>Med Term</b>	To review children's records ensuring school's awareness of any disabilities	<p>Information is collected as new children enter the school.</p> <p>Compass MIS is updated accordingly.</p> <p>Confidential records are transferred to each new teacher</p> <p>IEP meetings are taking place every term with teachers and parents</p> <p>Medical forms are updated annually for children</p> <p>Personal health and care plans are in place for children</p>	Annually	All Staff		Each teacher/LSA are aware of disabilities of the children in their class and what strategies are in place to support their learning and progress in school

<b>Long Term</b>	To review and improve school record keeping systems where necessary	<p>Records on the MIS system are reviewed and protected via Integris and their Privacy Notice. Integris are fully compliant with GDPR</p> <p>Safeguarding records of any kind are stored in a locked cupboard.</p> <p>Records for vulnerable children are transferred in line with LC2 agreed policy</p>	Ongoing and as needed	All staff	Additional lockers and drawers as needed £400	School records are stored securely and systems in place ensure this happens.	
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