

Stenson Fields Primary Community School

Accessibility Plan 2025-2028

Introduction

This Accessibility Plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. It is compliant with The Special Educational Needs and Disability Regulation, 2014, the Disability Discrimination Act and the Equality Act 2010.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and where possible, eliminate barriers to accessing the curriculum and to full participation at Stenson Fields Primary Community School for pupils and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with Stenson Fields Primary Community School's aims and equal opportunities policy. Stenson Fields Primary Community 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 pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

It is a requirement that the school's Accessibility Plan is resourced, implemented and revised as necessary and reported annually in the School Profile and Prospectus. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

To increase the extent to which disabled pupils can participate in the school curriculum.

Action	By who?	Outcome	Timescale
Staff to continue current practice of placing pupils in the most appropriate class in order to meet their needs. TAs will be allocated as appropriate to provide support needed.	HT, SLT, Class teachers	All children will be able to access the classroom and the resources within that classroom.	Ongoing
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support.	SENCO, Class teachers	Children will be fully support in the classroom for their individual needs.	Yearly reviews of EHCPs Support plan meetings Transition meetings GRIP review meetings
To access outside agency support/advice and on-going support for pupils with health needs. To improve access to the curriculum through the use of specialised equipment and resources following advice and support from outside agencies.	SENCO	Advice is provided to support children to make sure they are able to access the curriculum.	Ongoing

<p>To train newly appointed staff according to relevant needs To ensure all staff are trained appropriately to meet the needs of all pupils Ensure teachers, TA's and governors have access to specific training for disability issues Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ADHD, ASD, etc</p>	<p>HT, SLT, SENCO, class teachers, TAs</p>	<p>Staff able to meet the needs of identified pupils Staff trained and able to meet the needs of all pupils.</p>	<p>Ongoing</p>
<p>To ensure that resources/environment for pupils with disabilities is appropriate and relevant. E.g. Children with visual impairments, the work is made accessible, sensory rooms</p>	<p>SENCO, Class teacher</p>	<p>Children will have the relevant resources they need to be able to access the curriculum.</p>	<p>Ongoing</p>
<p>Availability of written materials in alternative formats/fonts/language/visuals.</p>	<p>HT, SLT, Class Teachers</p>	<p>Children/parents are given information which is accessible to them.</p>	<p>Ongoing</p>
<p>To ensure that all school visits and after school activities are made accessible to all pupils.</p>	<p>HT, SLT, Class teacher</p>	<p>All school trips//visits/after school clubs are accessible for all pupils. Relevant risk assessments will be put in place to ensure safety. Visits to places might need to be completed before attending.</p>	<p>Ongoing</p>

To improve the physical environment of the school.

Action	By who?	Outcome	Timescale
Meet with any disabled pupil and their family before their first day and talk with their previous provider and specialists involved to ascertain needs.	SENCO, Class teacher	A plan will be in place so the children will be supported and areas of the school reviewed to meet the needs of a pupil.	Ongoing
Ensure fire procedures take account of the needs of pupils with disabilities.	HT, Health and safety governor	Fire evacuation plan is changed upon any student who requires additional support leaving the building. Staff made aware of evacuation procedures.	Annually Reviewed if new pupils start
To ensure that all labels and signage is clearly written and displayed at an appropriate height.	HT / caretakers / class teachers	Signs are written appropriately and displayed at the correct height.	Ongoing
To ensure risk assessments are in place for identified pupils.	HT, SENCO, Class teacher	All staff aware of risks and pupils safely accessing the curriculum and school grounds. Risk Assessments are understood and followed by all members of staff	Ongoing
To ensure classroom environments meet the needs of pupils.	SENCO, Class teacher	Classrooms are productive and wherever possible meet the needs of all pupils.	Ongoing

To improve the delivery of information to disabled pupils and parents.

Action	By who?	Outcome	Timescale
To up-date records to ensure school is fully aware of any disabled children/parents and their needs.	HT, SENCO, Office staff, Class teachers	All staff aware of the needs of the school. Records up-to-date. The school will be able to provide written information in different formats.	Ongoing
To ensure disabled parking is marked and available for disabled staff and disabled pupils only.	Site manager, business manager	Parking fully accessible to meet the needs of pupils and parents	Ongoing
To continue to up-date and improve the school website to ensure information is fully accessible.	All staff	Website up-dated and all relevant information available and up-dated regularly. Friendly/easy to access website. Website used by parents	Ongoing
To continue to meet any specific future needs of pupils/families within school.	Whole school	Needs of pupils met where ever possible	Ongoing
To ensure that all labels and signage is clearly written and displayed at an appropriate height.	HT / caretakers / class teachers	Signs are written appropriately and displayed at the correct height.	Ongoing
To ensure that the needs of children transferring to and from school are met	HT/SENCO/Office staff/ Class teacher	Needs of children met through improved access to information	Ongoing