



Stonesfield Primary School  
Learning together to achieve our best

# STONESFIELD PRIMARY SCHOOL ACCESSIBILITY PLAN 2022-2025

Date adopted by governors: March 2022

Date of review: March 2025



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Learning together to achieve our best

Stonesfield Primary School sets high academic standards for all our pupils: supporting and challenging everyone to achieve their best. Our ambitious curriculum teaches our pupils to succeed on life's journey by developing confident and resilient children who become knowledgeable, active citizens caring for our planet. We are kind and inclusive, we celebrate individuals and we promote respect of ourselves, others and our locality. We value the wellbeing of our staff and pupils by promoting good physical and mental health and fostering a warm, nurturing, safe environment.

## **Purpose of Plan**

The aim of this plan is to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. This plan shows how Stonesfield Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The tables below outline the action plan showing how the school will address the priorities identified in the Access plan.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

## **Definition of Disability**

The Equality act 2010 and the Equality Duty 2011 place responsibility on schools to remove discrimination against pupils with disability. The Equality Act and the Disability Discrimination Act

1995 define disability as when a has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.

The definition includes a wide range of impairments including sensory impairments and those affecting sight or hearing. The definition can also include hidden impairments such as Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have a statement/Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

The Equality Act requires school to make "reasonable adjustments" to their policies, procedures and practice to accommodate pupils with disability in school life.

### **Objectives**

Stonesfield Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Stonesfield Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Critical Incident Plan
- Equality Policy and Equality Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

### **Contextual Information**

Stonesfield Primary School has been in its current location since 1986. The main entrance is fully accessible. The main building has 5 classrooms which are all fully accessible to wheelchair users. All fire exits from the main building are fully accessible to wheelchair users including via main entrance and hall. In addition the school has a 'terrapin' building which contains two classrooms accessed via a ramp. The rear fire exits are not accessible to wheelchair users.

The school site is accessible via High Street (vehicles and pedestrians) and Peaks Lane (pedestrians only).

At present we have no wheelchair dependent pupils, parents or members of staff.

### **Current Range of Known Disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities and emotional difficulties. We have a small number of pupils and parents who have visual, hearing or physical impairments.

### **Monitoring and reviewing**

The Accessibility Plan will be monitored termly by governors. Link governors for Health & Safety will monitor the actions for improving physical access. Link governors for SEND will monitor the actions for improving curriculum access.

The school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on every three years through the Finance, Resources, Health and Safety Committee. The Accessibility Plan will be published on the school website.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SENCO**
- **Teaching staff**

## Action Plan A – Improving Physical Access

Ref	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Maintain safe physical access to school site	Keep entrance / exit routes, cloakrooms and corridors clear from obstructions.  Complete remedial works when required.	Immediate	High	None	Ongoing	Headteacher
2	Maintain disabled toilet and associated equipment eg hoist	Annual maintenance check	When needed	High	None	Ongoing	Headteacher Administrators

## Action Plan B – Improving Curriculum Access

Ref	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Differentiation in teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Termly	High	SLT release costs	Ongoing	Headteacher Senco
2	Interventions	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Termly	High	Resourcing costs of identified areas to develop	Ongoing	Senco
3	Forest School	Ensure children with disabilities have additional support to participate in Forest School sessions.  Risk assessments, including individual, in place.	Termly	High	TA 1/2 day per week	Ongoing	Headteacher Forest School Lead
4	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD.	SENCO to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary.	As required	High	CPD for AH and SpTA External specialist costs	Ongoing	Senco

5	Access to trips (including residential and swimming)	Ensure that individual needs are recognised and planned for on trips. Ensure adequate time allowed for forward planning, additional adults and transport arrangements. Staff training by EVC	As required	High	Dependent on trip and need.	Ongoing	EVC (Headteacher)
6	Ensure access to computer technology appropriate for pupils with disabilities.	ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities.  School staff to update on available technology on a termly basis.  Take advice from SEN ICT team when needed.	As required - unless needs of pupils in school require immediate action.	High	Up to £500 p.a.	Ongoing	Senco
7	Dedicated 'calm space' for pupils	Maintain a calm space within school to be used for pupils with challenging behaviours and SEMH needs.	Ongoing	Med	£200 per year	Ongoing	Senco

### Action Plan C – Improving the Delivery of Written Information

Ref	Issue	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats. (Letters in first language, Large print & audio when required)	Ongoing	High	Not applicable		Senco Administrators