



**Stanley Road Primary School  
Accessibility Plan 2016 - 2019**

## **Accessibility Plan 2016-2019**

This policy was written on behalf of the school by our Headteacher: Rebecca Howarth. They can be emailed at: [head@stanleyroad.oldham.sch.uk](mailto:head@stanleyroad.oldham.sch.uk)

**Date to be reviewed: March 2019**

### **1. Vision Statement**

#### **Introduction**

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is that same as in the past, meaning that ‘schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’. According to the Equality Act 2010, a person has a disability if:

(a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas outlined by the Equality Act 2010. These are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

## **Vision**

Stanley Road Primary School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matters. Our aim is to include all pupils and we strive to meet their needs in a range of positive and proactive ways.

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all our pupils. School staff all strive to identify and eliminate barriers to learning whenever possible and promote equality of opportunity throughout the school. The school has worked to a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming whole school and subject specific barriers to learning
- The Accessibility Plan is structured to complement and support the School Development Plan and other policies covered by the Equality Act 2010 e.g. Inclusion and SEN Policy, HIRB Policy and Equal Opportunity Policy and will be published on the school website. The Plan will be monitored frequently by the Senior Leadership Team. Stanley Road 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 continuing a culture of inclusion, support and awareness within the school.

Any complaints regarding points covered in the plan will be dealt with as per the school's Complaints Policy 2015, which is published on the Stanley Road website.

## **2. Aims and Objectives**

<b>Aim</b>	<b>Current good practice</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Differentiation across the curriculum will allow for a variety of approaches and outcomes. This will be clearly reflected in teachers' planning and evaluated alongside group and individual learning outcomes.	All planning to clearly show differentiated activities. Questions to be differentiated and clearly focused at encouraging children to reach high standards.	Senior Leadership Team (SLT)  HT/DHT to monitor books regularly	Ongoing
	Access to ICT will be provided for pupils with various additional needs, starting with ICT co-ordinators ensuring that all teaching staff are aware of and can use the appropriate software and equipment.	Individual pupil SEN passports for SEN supported pupils to be completed and reviewed regularly with parents.	SLT to monitor progress of SEN supported pupils.	Ongoing
	Teaching support staff will connect pupils to the curriculum, support the development of independent working and promote social interaction for pupils with the classroom setting. Training will be provided as appropriate.	Class teachers to ensure planning is completed for intervention groups and 1:1 support where appropriate.	Class Teachers SENCo	Ongoing

<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> <li>• There are ramps in appropriate places around the building for wheelchair access</li> <li>• Corridors are wide and wheelchair friendly</li> <li>• All doorways allow wheelchair access</li> <li>• Disabled toilets are available in different points around the building</li> <li>• There are disabled parking bays in the carpark</li> <li>• Personal evacuation plans are in place for those children who need it.</li> <li>• Hearing loops and radio aids used in classrooms on a daily basis where appropriate</li> <li>• A soundfield system is installed in each classroom for HIRB access.</li> </ul>		<p>Headteacher/GFM</p>	<p>Ongoing</p>
<p>Improve the delivery of written information to</p>	<ul style="list-style-type: none"> <li>• All general information is placed at an appropriate height for wheelchair users.</li> <li>• Pupil/Parent information will be available in</li> </ul>		<p>Headteacher/SLT/SENCo</p>	<p>Ongoing</p>

pupils and parents	<p>paper form and via the website where translation into other languages is possible.</p> <ul style="list-style-type: none"><li>• Bank of standard letters in a variety of languages for parents who are new arrivals</li><li>• Support from Local Authority to support new arrivals</li><li>• Regular communication and meetings with parents regarding specific needs of individual pupils</li><li>• Use of parent text messaging service for urgent messages and for parents with hearing impairments</li><li>• Annual review meetings and transition meetings undertaken to enable relevant sharing of information regarding the needs of individual pupils between staff involved with their care.</li></ul>			
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