



STRATFORD RURAL SCHOOLS FEDERATION

LOXLEY C OF E COMMUNITY PRIMARY SCHOOL

SNITTERFIELD PRIMARY SCHOOL

WILMCOTE C OF E PRIMARY SCHOOL

*Small schools, big ambitions...*

# Federation

## Accessibility Plan

### 2021 - 2024

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## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan .....	3
4. Monitoring arrangements .....	8
5. Links with other policies .....	8

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including appropriate pupils and parents, staff and governors of the school

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Objectives are federation-wide unless otherwise stated.

AIM	CURRENT GOOD PRACTICE	STRATEGIES FOR FURTHER DEVELOPMENT	PERSON RESPONSIBLE	IMPACT POINT	SUCCESS CRITERIA
<b>1</b>  <b>Increase access to the curriculum offer – all children in our federation will have full access to our broad, balanced and exciting curriculum</b>	<p>There is a rich and exciting curriculum on offer at each school, appropriate to its local context.</p> <p>All staff deliver quality universal provision.</p> <p>Progress and attainment is closely and frequently tracked and monitored for all pupils, including those with a disability.</p> <p>Aspirational targets are set for all pupils.</p> <p>All staff have appropriate and detailed information about pupils in their class. For those pupils with a disability or special educational needs this is especially important for enabling pupils to access the learning.</p> <p>Provision of specialised external professionals to advise on inclusion and strategies for supporting children with additional needs and disabilities is prioritised in each school's budget.</p>	<p>1.Ensure that staff routinely plan lessons according to access needs where applicable.</p>	<p>Classteachers with support of SENDCO</p>	<p><b>December 2021 and termly thereafter</b> – Leaders monitor planning/SENDCO monitors PLPs</p>	<p>Disabled pupils will have their learning activities better tailored to their access needs.</p> <p>Personalised Learning Plans (PLPs) will clearly reference any access adjustments.</p>
		<p>2. Staff work in collaboration with external professionals to use recommended adaptive resources, technologies and software to better meet pupils' access needs.</p>	<p>Classteachers with support of SENDCO and external professionals such as IDS</p>	<p><b>Reactive</b> – On receipt of reports from IDS etc - reactive</p>	<p>Disabled pupils will be able to access the learning easier and this will increase their progress rates and outcomes</p>
		<p>3. Implement use of Communicate in Print for those pupils who have difficulty with standard print formats.</p>	<p>Classteachers with support of SENDCO</p>	<p><b>December 2021</b> – SENDCOs to assess need for this action.</p> <p><b>Easter 2022</b> – to be in place for identified pupils</p>	<p>Pupils with communication or visual needs will have information (such as signage and labels) and feel more included.</p>

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<b>2</b>  <b>Improve and maintain access to the physical environment – each school site will be reviewed and access optimized on each site to enable best access for all pupils</b>	<p>The school environments are adapted to the needs of pupils as required. These already include:</p> <p>Ramps to at least one doorway (all schools)</p> <p>Designated disabled parking (Wilmcote)</p> <p>Accessible toilet (Wilmcote &amp; Snitterfield)</p> <p>Flexibility around class structure and location taking into account the access needs of learners (all schools)</p>	1.Ensure that all step edges and handrails are painted in a contrasting colour.	SLT	<b>Annual reviews (October)</b> – monitor implementation and progress works	Pupils (and visitors) will be more aware of changes in levels on school sites
		2. Mark disabled space in car park (Snitterfield)	SLT	<b>Annual reviews (October)</b> – monitoring walk at Snitterfield will show marked space	Anyone with a disabled badge will be able to park by the front door
		3. Provide adaptive furniture when necessary, e.g. on the advice of supporting professionals such as Occupational Therapists or SEND Supported Specialist Teachers.	SENDCO	<b>Reactive</b> - On receipt of reports from IDS, OT etc	Pupils will be better able to access the learning environment
		4. Consider visibility through classroom doors (Snitterfield)	SENDCO/SLT	<b>December 2022</b> – assess Class 4 doors and decide whether to add glass visibility panels or replace doors.  <b>Summer 2023</b> – doors in place for specific pupil	Class 4 door will have glass panels for increased visibility

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		5. Review the assignment of classes to rooms to ensure these spaces are the best available to meet the needs of the current learners, e.g. use of the downstairs classroom to site classes containing children with mobility issues or use of the upstairs classroom where a breakout space is required (Loxley).	SENDCO/SLT	<b>Summer Term 2022 (and annually thereafter)</b> – consider each class’s needs	All children will be in the physical space which is easiest for them to access.
<b>3</b> <b>Improve the delivery of information to pupils and visitors so that all information will be fully accessible</b>	Schools use a range of communication methods to ensure information is accessible. These include:  Internal signage  Large print resources  Pictorial representations (Communicate in Print)  A total communication approach to teaching	1. Provide visitor information in different formats as required.	SLT/Office Manager	<b>Reactive</b> - As the need arises	Visitors are able to access information
		2. Consider a common corporate font and format for all information signs around school	SLT/All staff	<b>Summer 2022</b> – each staff group to have agreed font for signage in communal spaces, start to implement  <b>Annual reviews (October)</b> - monitoring walk to check	All signage is accessible to all because of common font
		3. Consider adding translation facility to all school websites	Office Manager	<b>Annual reviews (October)</b> - quick website check	Public access to the website is universal
		4. Consider adaptations to fire alarm system to suit hearing impaired pupils and visitors (Visual sign as well as sounder).	SENDCO/SLT	<b>Reactive</b> - School to investigate with LA if a hearing impaired pupil is admitted.	School is safer for hearing impaired pupils as they can evacuate safely

AIM	CURRENT GOOD PRACTICE	STRATEGIES FOR FURTHER DEVELOPMENT	PERSON RESPONSIBLE	IMPACT POINT	SUCCESS CRITERIA
		5. Consider whether there is a need for training staff in the use of British Sign Language or Makaton	SENDCO/SLT	<b>Reactive</b> - As the need arises	Parents and pupils will be better able to access information

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<b>4</b> <b>Improve disability awareness - to ensure a fully inclusive and supportive environment for all stakeholders.</b>	<p>Each school's vision and values support an inclusive environment of respect and resilience</p> <p>PSHE lessons approach diversity and disability awareness</p> <p>Regular training for staff on different disabilities through professional development meetings, individual staff CPD, and the brokerage of training through external partnerships</p> <p>School website is used as a platform to share information about a range of disabilities (Loxley)</p>	1.Consult with stakeholders around accessibility and emerging needs.	SLT	<b>Annual reviews (October)</b> - report on stakeholders' input	GB and SLT are aware of opinions and suggestions for further development
		2.Add Disability Awareness to staff induction packs	SLT	<b>Annual reviews (October)</b> – Key information added to induction pack	New staff are aware of pupils' potential needs and so can adjust practice immediately
		3.Provide timely training for staff around emerging and potential SEN and disabilities	SLT/SENDCO	<b>Annual reviews (October)</b> - monitor training delivered, impact and plan future needs	Staff are better able to meet pupil needs as a result of pertinent training.
		4.Ensure that staff implement any PEEPs for applicable children	SLT/SENDCO/Class teachers	<b>Reactive</b> - School prepares and reviews PEEPS annually	School is safer for disabled pupils as they can evacuate safely

AIM	CURRENT GOOD PRACTICE	STRATEGIES FOR FURTHER DEVELOPMENT	PERSON RESPONSIBLE	IMPACT POINTS	SUCCESS CRITERIA
<b>5</b>  <b>Improve the learning environment for children with sensory needs so that they are able to access learning successfully</b>	Schools meet the needs of pupils with sensory issues or with an ASC diagnosis, for example:  Noise cancelling headphones  Calm spaces  Use of fidget toys and theraputty  Provision of weighted lap pads and stability cushions	1. Develop classroom spaces so that children do not have sensory overload. For example: displays, calm spaces, colours used	SLT/SENDCO/Class teachers	<b>Annual reviews (October)</b> - monitor learning spaces to ensure that actions have been carried out	Pupils with ASC exhibit calmer behaviour and are able to access the curriculum with better outcomes
		2. Explore good practice in SEND schools for supporting children with sensory issues	SENDCO	<b>Reactive</b> - School to investigate with link school Evergreen if an applicable pupil is admitted - reactive	Pupils with ASC exhibit calmer behaviour and are able to access the curriculum with better outcomes

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and Safety policy and school specific arrangements
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions (Medications) policy