



Stanwell Fields CofE Primary School Accessibility Plan September 2015

(3 year plan until July 2018)

Governors' Committee Responsible:	Children and Learning
Governor Lead:	Joanne Rixon
Nominated Lead Member of Staff:	Colin Franklyn Headteacher
Next Review Date:	annually
Approved by Full Governing Body:	8 th December 2015

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

Key points

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas. For the most part, the effect of the new law is the same as it has been in the past - meaning that school s/academies cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation. The exceptions to the discrimination provisions for schools are all replicated in the new act - such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character. Stanwell Fields CofE Primary School is committed to equality of opportunities in all aspects of our provision and further information on how we endeavour to meet our responsibilities can be found in the school's Equality Policy.

Special provisions for Disability under the Equality Act 2010

The law on disability discrimination is different from the rest of the Equality Act in a number of ways. In particular, it works in only one direction - that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

The purpose and direction of the school's plan: vision and values

To encourage and support thoughtful, happy and responsible children with a lifelong passion for learning, within a Christian community.

Principles

At Stanwell Fields CofE Primary School we believe that all children are entitled to equal access to learning in accordance with their need regardless of race, sex, creed, religion, sexual orientation, disability or age.

Stanwell Fields CofE Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

Information from pupil data and school audit

The presence of any disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the SEND register and provision map.

The main priorities in the school's plan

Stanwell Fields CofE Primary School has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to blind and partially sighted pupils of information which is provided in writing for other pupils

Management, implementation and publication

The accessibility plan supports and is supported by other school policies:

- SEND policy
- Equality policy
- Health and Safety Policy

The Accessibility plan will be reviewed and revised annually by the SLT and the Governing Body. The review will use the school provision mapping system, children's individual access plans that are encompassed in ECHPs and data monitoring information.

The Accessibility plan will be available to all children, staff, and parents to contribute to the review process at any time.

The Accessibility plan will be published on the school website and can be available as a paper copy from the school office.

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Increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies	Timescale	Who	Success Criteria	Evidence
Ensure lessons (including PE) are appropriately differentiated to ensure the participation of the whole range of pupils	Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables	Ongoing	Class teachers, support staff	Children make good progress and meet their targets	Lesson observations; planning; children's work; pupil progress data;
Support to meet individual's needs when taking part in lessons, taking tests etc will be provided as and when required.	Use of coloured paper, simplified/enlarged text, coloured IWB background; targeted personal support as required	Ongoing	Class teachers, support staff	Children achieve well in accordance with their ability	
Organise classrooms to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students	Ongoing	Class teachers, support staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	

Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Targets	Strategies	Timescale	Who	Success Criteria	Evidence
Additional provision at lunchtime for children who benefit from greater structure and a more peaceful environment.	Develop an indoor area for pupils with emotional and behavioural difficulties, with activities such as colouring; Provide outdoor quiet spaces in the playground with a selection of books.	Autumn 2015	HT, school council, lunch staff, TAs and ELSA SLT, SENCO	Children are happy and engaged in purposeful activities during lunchtime	Observations; pupil consultations
Provide alternative provision during the	Consider the use of an alternative timetable and additional	As appropriate		Individual child is successful at school and gradually	

school day, for children with SEM difficulties.	resources e.g. 1:1 support with parental agreement			reintroduced back to normal timetable	
Flexibility to move or reorganise the year group classrooms up or downstairs to meet a child's needs.	Review and implement a movement of the year group classrooms to support the learning of a disabled child.	Ongoing as appropriate		Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	
Monitor the physical environment to identify areas that may require attention	Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating and other relevant areas	ongoing	School Business Manager, Site Manager all staff	Premises are safe and accessible to whole school community;	Health and Safety inspection reports; Records of building work

Improving the delivery of written information to disabled pupils

Targets	Strategies	Timescale	Who	Success Criteria	Evidence
Written material for pupils available in alternative formats	Reduced/ simplified amounts of text, larger print size, coloured acetates; use of a reader where appropriate if necessary	Ongoing	Class teachers, support staff	All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes	Lesson observations; pupil consultations; lesson plans