



# **Stanchester**

Academy

## **Accessibility Plan**

### **2023-24**

**Signature:**

A handwritten signature in black ink, appearing to be 'L. M. M.', written over a faint horizontal line.

**Headteacher**

**Approval Date:** September 2023

**Review Date:** September 2024

## 1. Aims

An Accessibility Plan considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

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

- Increase the extent to which students with a disability can participate in the curriculum
- Improve the physical environment of the school to enable students with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information for all students
- To provide the Governors with an action plan which can be incorporated into their annual budget

Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. All pupils in school are entitled to have the same access to learning. This includes school trips, clubs, and activities. It may be that a risk assessment needs to be completed to make sure that when the pupil takes part they are not disadvantaged or at risk of coming to harm.

It is the Academy's agreed policy that adults and students with a wide range of potential needs and requirements, including those with mobility impairments, sensory impairments, mental health conditions, epilepsy, Aids, asthma and progressive conditions (i.e. multiple sclerosis) are not treated less favourably for a reason that relates to their disability. The Academy will make 'reasonable adjustments' to create an inclusive environment that promotes an equality of opportunity. This means removing barriers which may cause significant disadvantage for a student with a disability in comparison with non-disabled students.

The plan is 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 Academy will also make reasonable adaptations to appoint/retain staff in post who have/acquire a disability.

## 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](#).

### Definition of Disability:

The Equality Act 2010 defines an individual as disabled 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 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Aim 1: Increase access to the curriculum for students with a disability.

##### Current best practice at Stanchester Academy:

Stanchester offers a differentiated curriculum for students of all abilities. Lessons are created to be as accessible as possible to all pupils. Specific resources are also used, where needed, to ensure students are able to fully access the curriculum. Resources are tailored in lessons to the needs of students with a disability who require support to access the curriculum, e.g enlarged text. Lessons are planned to provide opportunities for all students to achieve.

Staff also make adjustments are also made to practical lessons, such as Food or PE, for students with a disability to access experiences they cannot fully engage in e.g. differentiated sport activities, separate spaces for cooking with severe food allergies.

The curriculum is reviewed to ensure it meets the needs of all students through SEND observations and drop ins, offering advice and guidance for staff. Additionally, specific training is delivered to all staff every year based on the needs of pupils attending the Academy.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Ensure staff are familiar with technology and practices developed to assist students with disabilities - staff to confidently use SEND ICT equipment.	Teachers to receive direct training about 'Normal Way of Working' for use of laptops in lessons and assessments.	SLT / SENCo	On-going cycle for new staff	Increased request for laptops by staff for assessments in lessons.
	Identified pupils to have access to laptops every day for all lessons.	Learning Centre / Teachers	30/3/24	Increased use of laptops by pupils as normal way of working.
	Identified pupils to receive training on the use of reader pens / computer based readers.	SENCo	30/5/24	Increased use of assistive technology in place of human readers for assessments.

To increase staff's SEND understanding and practical approaches to further develop 'quality first teaching'.	Audit of CPD and training needs to develop new training cycle reviewed for Dec 2024	SENCo/ Head teacher All staff SENCo	Sept 2023 – on going  Sept 2023 – on going	Raised staff confidence in regards to strategies for differentiation and increased participation for all students.
--	---	--	--	--

## Aim 2: Improve and maintain access to the physical environment

### Current best practice at Stanchester:

Classrooms are optimally organised for students with a disability to access the site and alterations and adaptations are made to include individuals within their group if timetabled in a classroom not accessible by a wheelchair. Following audit from visually impaired team, the following has been actioned:

- ~~• Signs and speed bump commissioned to make the through road a pedestrian zone~~
- ~~Installation of new path to avoid steps to the rear of the building~~ **by more level access, ramps and steps as alternative access to teaching and learning spaces.**
- ~~Installation of new surface to old cobbled area to give ease~~
- Updating of external lights to access routes and muster point
- ~~Fencing to the pond to ensure visually impaired are safe~~
- ~~Installation of new privacy screens and doors to shower facilities~~
- Additional fire alarm **requirements to aid all with hearing difficulties; flashing lights sirens to increase decibels to areas**
  - **Access to refectory is via external gate, back onto site via the level threshold doorway.**

Key curriculum locations have ~~mechanical~~ **been reviewed and reasonable adjustments undertaken (this excludes D block, as installation of mechanical means to top floor are not possible. To overcome this, timetabling of users is essential)** means to gain access to up stair floors. Corridor widths are compliant and accessible. Disabled parking bay available in front carpark. Accessible toilets are available on the site across the campus.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
All emergency and evacuation systems set up to inform ALL <sup>[1]</sup> <sub>[SEP]</sub> students, including pupils with SEN and disability; including alarms with both visual and auditory components.	To include visual components to key auditory fire alarm locations. <b>(As bells are repaired, they are updated with dual units.)</b>	Premises Team	Sept 2023 – on going	Fully inclusive system for early warning in noisy environments, and evacuation drill confirm attendance of all Staff, Visitors and Students quicker.
Clear signage in place to help locate key areas of the academy. Signage to be at a suitable level and on a matt surface to eliminate the glare caused by lighting or sunlight. A plain easy to read font to be used and attention given to the contrast between lettering and background colour.	To include braille for department areas.  To assess signage across the whole Academy to support visually impaired and improve visual directions across the site.	Premises Team	Sept 2023 – on going	Staff, Visitors and Students know where the relevant departments are.
<del>All emergency and evacuation systems set up to inform all, with visual components to areas if deemed required.</del>	<del>To include visual components to noisy areas such as construction and music.</del>	Premises Team	<del>Sept 2018 – on going</del>	<del>Fully inclusive system for early warning in noisy environments, and evacuation drill confirm attendance of all Staff, Visitors and Students quicker.</del>
Mobile Hoist available for students to access when required.	Purchase mobile hoist – seek advice from PIMSS team.	Premises/ SENCO	Sept 2023	Increased accessibility for personal welfare.

Improve visibility of all paved areas and steps – all new ramps visible – ongoing alterations.	Identified different surface, and improve the junctions between areas to mitigate level discrepancies.	Premises Team	Sept 2023 – on going	Increases the assessable areas for students with visual and mobile impairments.
<del>Perimeter gate and fence access to have an accessible and secure entry and exit point.</del>	<del>Ensure that all boundary gate access points are suitable for all.</del>	<del>Premises Team/SLT</del>	<del>Sept 2018</del>	<del>Increased accessibility and safety of site for all.</del>
All posts and pillars of low contrast to their surroundings will be clearly demarcated with a band painted around the pillar, post or tree at agreed level and any rails highlighted.	Clearly mark all obstructions and potential obstacles with contrasting markings.	Premises Team	Sept 2023 – on going	Increases the assessable areas for students with visual impairments and those with physical assistant requirements.

### Aim 3: Improve the delivery of information to students with a disability

#### Current best practice at STAN:

Staff follow specific guidance from the SEND team to present information to individuals as advised by Outside Agencies, accessing facilities such as ICT to produce written information in different format e.g. large print resources are made available for identified individuals.

Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve access to the Academy for all stakeholders who are audibly impaired.</p>	<p>Install one hearing loop in reception area and service points. Purchase one portable hearing loop to allow the use of this technology across the Academy.</p>	<p>Premises Team</p>	<p>Sept <del>2018</del> 2023 – on going</p>	<p>Hearing loop in Reception.</p>
<p>Classroom environments to use pictorial cues and symbols to further support comprehension and accessibility to information and use individualised pictorial literacy mats.</p> <p>Provide information in simple language, symbols, large print, on audiotape or in Braille for students and parents who may have difficulty with standard forms of printed information.</p>	<p>Staff have training on the use of RWG and Communication in Print. Staff to create resources using symbols to create signs, labels etc to visually support comprehension and accessibility.</p> <p>Ensure key printed parental paperwork (admissions, letters etc) differentiated to meet needs of all parents.</p>	<p>SEND Team/ALL</p>	<p>Sept <del>2019</del> 2023 - ongoing</p>	<p>Information disseminated home to parents and to students with a known disability is accessible visually or auditory.</p> <p>Classrooms across the Academy visually support the curriculum and environment through the use of symbols and pictorial cues.</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **three** years, but may be reviewed and updated more frequently if necessary. A physical access audit will be carried out every year by the premises team and SENCo. The results of the audit will be fed into the review of the SEND and Disability Policy. This is to ensure the Academy takes, “reasonable steps” to ensure that disabled adults, students and prospective students are not placed at a “substantial disadvantage” compared to adults and students without a disability.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Medical Policy