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# **Stoke Park School**

## **School Accessibility Plan**

**Date of Last Review: June 2014**

**Reviewed by:**

**Agreed by Governors: April 2018**

**Frequency of Review: Every three years**

**Date of Next Review: December 2021**



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## **Introduction**

This plan is drawn up in accordance with the Equality Act 2010 and as a consequence replaced existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act.

## **Definition of Disability**

Under the Equality Act 2010 'disability' is defined as:

"... a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## **Key Objective**

The primary objective is to reduce and where reasonably practicable and affordable eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils, with a disability.

## **Principles**

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's special educational needs policy;

The school recognises its duty under the Equality Act to:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

The school also recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the national framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### **Education & Related Activities**

The school will continue to seek and follow the advice and guidance of central and local government, specialist advisers and practitioners, and of appropriate health professionals from the local NHS Trusts.

The school will:

- Review and develop curriculum pathways in support of individual pupils
- Through continuous professional development enable staff to respond to the learning needs of individual pupils
- Where appropriate and necessary provide in class support for individual pupils
- Source external support and guidance in support of individual pupils
- Make reasonable adjustment to ensure as far as is reasonably practicable individual pupils are able to experience curriculum enrichment
- Provide suitable and sufficient resources to enable individual pupils to access the curriculum
- Prepare and present information in a format that enables individual pupils to maximise their learning experience

### **Physical Environment**

We continue to review and take into account of the needs of pupils and visitors with physical difficulties and sensory impairments. When planning and undertaking remodelling, refurbishment and/or minor improvements of the site and premises accessibility will be taken into consideration For example, consideration will be given to: improved access, lighting and acoustics.

The school aims to:

- Support students with physical needs including those with visual or hearing impairment and students who use a wheelchair and many adaptations have already been made to the building and facilities to promote ease of use, In the past the school has been praised on its accessibility for people with mobility difficulties.
- Find ways that enables individual pupils to navigate around the school site as independently as is reasonably possible/practicable
- Ensure that as is reasonably practicable physical barriers are removed to enable individual pupils to move around the school site independently
- External support and guidance is provided in support of individual pupils
- Essential equipment is provided to ensure the safety of individual pupils as they access the site

**Provision of Information**

The school will make itself aware of local services, including those provided through local government, for providing information in alternative formats when required and/or requested.

The school will:

- Ensure information is presented/made available in a form that is accessible to individual pupils and their families
- Ensure that staff have the expertise and equipment to present information in support of individual pupils

**Linked Policies**

This plan will link with the following school policies:

- School Improvement Plan
- Equal Opportunities Policy
- Special Educational Needs and Disability Policy

**Monitoring and Review**

The school constantly seeks to improve pupils' ability to access to the curriculum and the learning environment.

The school will:

- Endeavour to take into account individual pupil needs where reasonably practicable to do so.
- Constantly monitor best practice and in doing so strive to continuously improve the learning experience of all pupils.

Notwithstanding this, this plan will be reviewed by the school on a 3 yearly cycle.

Appendix 1

**Stoke Park School**  
**Accessibility Plan - Action Plan (2017/20)**

	Area	Target	Strategy	Lead Person(s)	Timescale	Review
Ser	a	b	c	d	e	f
1	Admissions and exclusions	<p>Continue/build on induction process for students with physical, sensory, emotional and/or behavioural difficulties</p> <p>Improve awareness and skills of relevant staff on specific disabilities</p>	<p>Continue to visit feeder primaries and to invite students and parents/carers to pre-induction visits and taster days:</p> <p>i). Pre induction meeting with parents/carers, previous education establishment and relevant support agencies                      ii). Identify barriers to learning.                      iii). Investigate and implement essential strategies to ensure smooth and successful transition                      iv). Review meeting after an appropriate period of time</p> <p>i). Identify and deliver appropriate training for staff in support of student needs.                      ii). Deliver in-service training for all new staff</p>	<p>Head of Inclusion                      Helen Pinder Lead on Transition</p> <p>With support from</p> <p>Deputy SENCo                      Heads of House                      Pastoral Managers as appropriate</p>	Ongoing	Continuous

	<b>Area</b>	<b>Target</b>	<b>Strategy</b>	<b>Lead Person(s)</b>	<b>Timescale</b>	<b>Review</b>
Ser	a	b	c	d	e	f
2	Education and associated services	Ensure teachers and support staff have the necessary knowledge and skills to be able to modify work for students with specific needs, e.g. dyslexia, Autism Spectrum Condition (ASC), ADHD	i). Develop and deliver training sessions for staff on supporting individual student needs ii). Involve and seek opinions of parents/carers, external agencies in specific cases to ensure best practice, consistency in approach and support Staff to provide appropriately differentiated worksheets to promote full access to the curriculum.	Head of Inclusion Deputy SENCo	Ongoing	Annually
3	Examinations	Identify students with specific needs to ensure equality of opportunity when entering exams, through formal assessment of needs and application through the examination boards.	Providing appropriate support: i). Laptop ii). Scribe iii). Additional Time iv). Other as appropriate	Deputy SENCo with responsibility for Access arrangements  Examinations Officer	Ongoing	Annually
4	Practical activities	Identify students with specific needs to ensure equality of opportunity through the provision of appropriate support, e.g. Associate Teachers	i). Provide advice and training for staff on physical disabilities ii). Adapt sessions to enable participation	Head of Inclusion Deputy SENCo	Ongoing	Annually
5	Built Environment – Physical Access	Continually review and where reasonably practical to do so improve the built environment.	Continue to review and improve access to buildings, corridors and classrooms.	Headteacher Head of Inclusion Operations Manager	Ongoing	Annually

	<b>Area</b>	<b>Target</b>	<b>Strategy</b>	<b>Lead Person(s)</b>	<b>Timescale</b>	<b>Review</b>
Ser	a	b	c	d	e	f
		Improve accessibility to the curriculum through wireless and other technologies				
6	Information	Improve communication with parents	Where possible provide an interpreter for school meetings for the Hearing impaired and as appropriate letters with enlarged text.	Head of Inclusion	Ongoing	Annually
7	Availability of Plan	Make plan easily accessible.	Ensure the up-to-date plan is on the website	ICT Team Resources	Ongoing	Annually