



Stannington Infant School

Accessibility Plan 2024 - 2027



This plan outlines how Stannington Infant school aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

This plan aims to:

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

Stannington Infant School is committed to providing an appropriate and high quality education to all children in its care. We believe that children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- physical coordination;
- ability to lift, carry or otherwise move everyday objects;
- memory or ability to concentrate, learn or understand;
- manual dexterity;
- continence;
- speech, hearing or eyesight;
- perception of risk of physical danger.

Disability and special educational needs (SEND)

Many children who have SEND may also be defined as having a disability under the Disability Discrimination Act. It is likely that many of the pupils who have SEND and an EHC Plan or who are at SEND support will count as disabled. However, not all children who are defined as disabled will have SEND. For example, those with severe asthma, arthritis or diabetes may not have SEND but may have rights under the Disability Discrimination Act. Similarly, not all children with SEND will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEND and Disability Discrimination Act disability definition for children and young people

Special Educational Needs	Both SEND + Disabled	Disabled
Mild dyslexia Emotional and Behavioural Difficulties (EBD) - social factors Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor impairment (long term) Learning difficulties Hearing impairment /deaf Visual Impairment/blind Incontinence Significant Dyslexia Epilepsy Non –verbal Attention Deficit Hyperactivity Disorder (ADHT) Autism EBD - (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell anaemia Gross obesity Very short stature

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
1. Leading and monitoring the disability equality scheme					
Review school policies, procedures and plans to ensure that our vision and value statements are explicit within them	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Staff meetings Governing Body meetings	Head Teacher Governing Body staff	Governor minutes
Review and update school accessibility plan	School is accessible to all pupils	Every 3 years	Management meetings	Head Teacher SEN coordinator Governing Body staff	Governor minutes
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	On going	Briefings Update SIMS	All staff Admin Team	SIMS records
2. Promoting curriculum access for disabled pupils and adults					
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Liaison with providers of external clubs etc.	Teaching Staff Head teacher	Extra-curricular records including risk assessments
School visits are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to all school visits	ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	All pupils have full access to learning and develop independence skills	ongoing	Visual timetables Now and next boxes Develop and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff Head teacher	Learning Walks

Training and awareness raising of disability issues for staff, governors , parents and pupils	Whole school community awareness of the issues relating to access within school	Epipen Positive identities Healthy Minds S&L SEND toolkit Active listening Spaced practice Memory Assemblies for children to develop understanding	Understanding of differing needs and disabilities	SENDCo CPD leader	CPD records
Birmingham toolkit is used to identify small steps in learning for pupils	Assessments enable staff to plan for precise small steps in learning	Ongoing CPD for new staff	Staff professional development time	Head teacher SENCO	Individual pupil tracking
Children experience a range of representations within the reading material – use of Reading Spine	Reading material is multi faceted in its representations of lead characters.	To be reviewed annually and in light of new material	New reading material	English Lead	Feedback from pupils
3 Improving the physical environment of the school and its services					
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	All children and adults in wheel chairs can access all parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises.	Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	Head teacher SENCO	Resources Committee Health and Safety Walk rounds
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Identify alternative route for evacuation from classrooms if required. Fire drills to prepare for actual event at different times of the day with all staff members	Head teacher All Staff SEN coordinator	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
Ensure school events are accessible for all families	Inclusion in all events	ongoing	Invite families to early access eg Christmas Fayre, bun sale	Head teacher All Staff SEN coordinator	Feedback from families

4 Improving the quality of information for and about disabled pupils and adults

<p>Ensure that parents/ carers who have a disability can receive information and reports by an alternative method</p>	<p>All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs</p>	<p>ongoing</p>	<p>Specialist support from LA when needed Update Sims Seek the views of parents/ carers on preferred method of communication. Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print</p>	<p>Head teacher Admin Team</p>	<p>Copies of information kept on file</p>
<p>Create an accurate database of pupils, staff and parents / carers with identified disabilities</p>	<p>Up to date database of needs within school</p>	<p>ongoing</p>	<p>SIMS training Staff meeting Update SIMS</p>	<p>Headteacher Admin team SEN coordinator</p>	<p>Annual updates</p>