

## Accessibility: Ongoing Action Plan

The school's accessibility plan addresses our duty under the Children and Families Act (2014), The SEND Code of Practice (2015) and the Equalities Act (2010)

### Taking steps to meet disabled peoples' needs – Information Gathering and Implementation of DES

Target	Strategies	Outcome	Timeframe	Responsibility	Goals
<b>To ensure that pupils with a disability are treated as favourably as those without a disability</b>	Review and where appropriate update the policies for Behaviour, Anti-Bullying, Equal Opportunities, SEND and Inclusion, PSHE and Teaching and Learning to consider the needs of those with a disability.	The needs of those with a disability are considered in everything the school does.	Ongoing	LA AB CS	All policies reviewed to meet the needs of disabled pupils, staff and parents.
<b>To ensure that all members of the school community are aware of the disability access plan and are able to make contributions going forward</b>	The Accessibility Plan should be available on the website and in any other requested format. The school newsletter and website should be used to encourage everyone to access the plan. Inset time should be used to make all staff members aware of the existence of this plan and to provide training to staff in dealing with children with a disability. Review F2 Welcome Pack information to ensure it includes DES information. Ensure Welcome Evening references DES. At a full GB meeting, an agenda item should be included to make governors aware of the plan's progress.	The accessibility plan is used by the whole school community.  Alteration to Induction arrangements.	Ongoing  Annual	LA AB  Phase Leaders  JS	The DES is featured on the school website. Regular updates are made to ensure provision for disabled pupils and parents. All staff aware of the plan and arrangements required for any new pupils and their parents. Welcome evenings in September include an annual reference to DES.
<b>To ensure that the school management is aware of any issues faced by disabled pupils</b>	Review attainment and achievement data, attendance data, exclusion data, pupil attitude surveys and behaviour and bullying records to identify areas where those disabilities are disadvantaged.	Children with a disability 'enjoy and achieve' at school.	Annually	LA AB CS	This is part of the school's self-evaluation process is carried out annually.
<b>To ensure that individuals with a disability are given appropriate levels of support</b>	To offer pupils with a disability time to allow themselves to explain the difficulties they experience within school life and to help them overcome these. At staff / parent meetings and SEN meetings with parents, staff should seek	All members of the school community are supported.	Ongoing  Ongoing	SLT CS Phase Leaders All staff	Governing Board, SLT and CS annually ensure that pupils with disability are given appropriate support when planning staffing and resources. At parents' meetings views are

	<p>feedback from parents as to any changes required by the school to better support members of the family with a disability.</p> <p>During reviews, staff members with a disability should be made aware of this plan and encouraged to raise issues and make recommendations for improvements in school life.</p>		Ongoing		<p>sought from parents/carers to better support our disabled pupils.</p> <p>Children are given time in class and in assemblies to raise the issue of their disability and to share and celebrate their achievement.</p>
<b>Ensure that staff members with a disability are supported and the school makes reasonable adjustments to allow them to work effectively</b>	<p>Recruitment, developments and retention information should be analysed to ensure that there are no signs that staff members with a disability are disadvantaged in any way.</p> <p>Reasonable adjustment plans should be formalised.</p>	The school is an equal opportunity employer.	Ongoing	SLT Governors CS	<p>This is fundamental to the ethos of the school.</p> <p>No staff members are disadvantaged.</p> <p>Support is regularly offered to staff where needed.</p>
<b>Ensure that all information and feedback from the strategies above are used to improve the school</b>	<p>All information gathered in the steps above should be documented and form part of the annual review of the above policy. A major review should take place every 3 years. Incorporate questions in the annual parental survey to measure how well parents feel that disability issues are dealt with at The Stoke Poges School.</p>	The action is successfully implemented.	Ongoing	LA AB CS Governors	<p>Regular contact with our parents ensures the best provision.</p> <p>Regular Health and Safety audits from contractors and Governors ensure safe provision.</p>
<b>Gather information prior to the children beginning school to ensure that the needs of the child with a disability are met on admission</b>	The school questionnaire is part of the admissions pack to all new families.	The questionnaire is analysed and action is successfully implemented.	Ongoing during admission	LA CS AB	The strong relationship with our parents enables us to identify and support our disabled children and take steps to assist them from the beginning of their time at SPS.
<b>Identify parents with disabilities so that we can better serve their needs</b>	Review all admission forms to establish ways of identifying parents with disabilities.		Ongoing		The strong relationship with our parents enables us to identify and support our disabled parents and take steps to assist them.

### Improving access to the curriculum and other school information

Target	Strategies	Outcome	Timeframe	Responsibility	Goals
<b>To review and plan the steps needed to make the curriculum and extra-curricular activities accessible to all pupils</b>	Review whether our current curriculum plans are inclusive for all pupils.  Review how extra curriculum activities are made inclusive for all pupils.	Delivery of personalised learning.	Annually	SLT Phase Leaders All staff	Provision is made for all pupils to engage fully with all aspects of the curriculum and extra-curricular activities.
<b>To implement improvements and adaptations to the curriculum and extra-curricular activities</b>	Use the findings from the above strategies to prioritise changes.	Delivery of personalised learning.  List of all children with a disability given to staff.	Ongoing  Annually	All staff	Ensure personalised provision for all pupils.
<b>To provide information to pupils and parents in an appropriate format</b>	The school will make use of the expertise provided by the LA and other experts to provide information in an appropriate format for those with disabilities	Information is available to all irrespective of their disability.	Ongoing	LA AB Phase Leaders	All pupils and parents will have their needs catered for when communicating with the school

### Ensuring the whole school is able to meet the needs of individuals with a disability

Target	Strategies	Outcome	Timeframe	Responsibility	Goals
<b>All staff should understand the needs of individual children with a disability</b>	Included pupils with a disability on the cohort list available to all staff A list of children with a disability should be included in the pastoral file in classrooms which is accessible to supply staff.	All members of staff should be aware of the needs of individual children who they teach and supervise.	Reviewed annually in September	SLT Phase Leaders	All disabled pupils have plans reviewed annually if not sooner if the need changes.
<b>To ensure that all pupils consider the needs of individuals with a disability</b>	Review the PSHE curriculum to ensure it promotes disability equality.  Incorporate disability and valuing diversity in assemblies.	The school promotes a positive attitude to disability and eliminates discrimination and harassment within the school community.	2022+ Last reviewed 2020	SLT Phase Leaders	Part of good practice

### Physical improvements to the environment

Target	Strategies	Outcome	Timeframe	Responsibility	Goals
<b>To ensure full access to all areas for pupils with a disability</b>	Identify where we have needs to enhance the physical environment for children, staff, parents or governors. Disabled bay in car park. Disabled toilets and access to classrooms. Stairs to be painted in contrasting colours.	A school environment that fulfils the needs of all  Audit to be carried out to ensure people with a visual or auditory impairment are not disadvantaged	2022	Governors LA and KS	Stair lift available to the Year 3 and KS1 classrooms Wheelchair access has been provided to the main school building.
<b>To optimise the learning environment for children with an auditory impairment</b>	To discuss with parents and organisations concerned with these disabilities of simple ways to improve the classroom environment for those with a hearing disability	A good learning environment for those with hearing disabilities	Ongoing	LA and KS	Hearing loops can be purchased when required
<b>To review the safety of the school grounds and play surfaces to increase safety for all children</b>	To ensure that all playground refurbishment considers the needs of the visually impaired and children with other disabilities	Accessibility to all areas for all children	2021+	LA and KS	Entrance and exits have DDA compliant rails and steps with correct ratios.
<b>To support teachers with limited audio capacity</b>	Purchase and update microphones, as appropriate		As appropriate		
<b>The Governing Body needs to ensure that school refurbishment projects provides improved facilities for all users of the school with a disability</b>	To ensure that any large capital projects consider the requirements of those with a disability	A school building that meets the needs of all users with a disability	Ongoing	Governors  LA, KS and IJ: monthly site checks	All new building projects are DDA compliant. All entrances and exits checked. All toilet facilities compliant. Ramps checked for safety and accessibility.