



Stafford Manor High School

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| Review frequency (Free/annual/etc.) | Every 3 years |
| Date of initial review | June 2020 |
| Responsibility of (FGB/Committee/individual) | Headteacher |
| Signed by (R Adams - Headteacher) | <i>R Adams</i> |
| Date of adoption by FGB | 14 th July 2020 |
| Review date | Summer term 2025 |
| Date received by Staff | W/C 15/07/2025 |

ACCESSIBILITY PLAN

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1. Aims

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

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

Stafford Manor High School Aims

- To treat all its pupils fairly and with respect.
- To provide access and opportunities for all pupils without discrimination of any kind.
- To promote learning that is enjoyed and achievement that is valued.
- Prepare students to become responsible citizens and lead independent lives.
- To work in partnership with parents and our community.

Stafford Manor High School is committed to enabling every student to achieve his/her personal best in all aspects of school life in the classroom in activities and in relationships with staff and students. Governors and staff want our students to believe in developing self-esteem and personal confidence alongside academic and social skills. We want our students to understand the values of tolerance, fair play, justice, mutual respect and good citizenship. As a small high school, we value greatly our close links with families and we hope that all our parents will work in close partnership with us to help young people to make the best of their education.

The plan will be made 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 school supports any available partnerships to develop and implement the plan.

- Staffordshire County council Local Offer

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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](#).

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete action by | Success criteria |
|---|---|---|--|--------------------|----------------------------|--|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers a differentiated curriculum for all pupils.</p> | <p>To ensure that all out of school activities are fully inclusive</p> | <p>All out of school activities planned to ensure participation of the whole range of students</p> | <p>SENDCO</p> | <p>Ongoing</p> | <p>All out of school activities completed in an inclusive environment with providers that comply with all current and future legislative requirements.</p> |
| | <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> | <p>To promote independence in the classroom</p> | <p>Classrooms organized to promote participation and independence of all students.</p> | <p>SENDCO</p> | <p>Ongoing</p> | <p>Consideration given to the layout of furniture and equipment to support learning</p> |
| | <p>Curriculum resources include examples of people with disabilities.</p> | <p>To ensure that all students have access to support for internal and external exams</p> | <p>To continue to develop procedures for assessing students for examination access arrangements.</p> | <p>SENDCO</p> | <p>Ongoing</p> | <p>Pupils have the appropriate support for internal and external examinations</p> |
| | <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Classrooms are optimally</p> | <p>Lessons start on time without the need to</p> | <p>Review and implement a preferred layout of</p> | <p>SENDCO</p> | <p>Ongoing</p> | |

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| | <p>organised to promote the participation and independence of all students</p> <p>Training for Awareness Raising of Disability Issues</p> | <p>make adjustments to accommodate the needs of individual students</p> <p>Whole school community aware of issues relating to Access. TA's provide support as appropriate</p> | <p>furniture and equipment to support the learning process in individual class bases</p> | | | <p>Society will benefit by a more inclusive school and social environment</p> |
| <p>Improve and maintain access to the physical environment</p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Accessible car parking • Improved pedestrian access • Site access • Staircases • Classroom layouts • ICT Equipment • Accessible toilet • First Aid | <p>To maintain accessible and safe access to our school at all times.</p> <p>To constantly review/enhance our access arrangements during planning stage of capital projects.</p> <p>Carpark surface maintained to provide an even surface.</p> <p>Wide parking bays</p> <p>Disabled parking bays</p> <p>Clearly marked safe routes with fencing/hand rails</p> <p>Pedestrian crossings</p> <p>Access to ground floor classrooms in both J</p> | <p>Ensure route via pedestrian gate at start and end of day is traffic free.</p> <p>Carpark surface to be reviewed and improved when funds available.</p> <p>Review car park and pedestrian markings to ensure clearly visible and not faded.</p> | <p>CS/PC</p> <p>CS/PC</p> <p>CS/PC</p> | <p>Completed and ongoing</p> <p>Partially completed and ongoing</p> <p>Completed</p> | <p>Disability access is maintained or improved.</p> |

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| | | <p>and A block</p> <p>Colour contrasted hand rails to both sides of staircases and hi-visibility tape on stairs</p> | <p>Maintain hi-visibility paint/tape to maintain effectiveness</p> | CS/PC | Completed | |
| | | <p>Good housekeeping, declutter at end of term.</p> | <p>Provide staff with resources to dispose of confidential waste securely and for site staff to assist with removal of waste.</p> | CS/PC | End of school year | |
| | | <p>First Aid room available to enable staff to carry out first aid.</p> | <p>Monitor usage and provide suitable disposal bins.</p> | CS/PC | Ongoing | |
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Pictorial or symbolic representations | <p>To ensure materials and resources are accessible to students with hearing or visual impairments</p> | <p>Seek advice from hearing and visual support service and use of ICT to customize materials</p> | SENDCO | Ongoing | <p>Materials and resources accessible to hearing and visually impaired students</p> |
| | | <p>To ensure materials and resources are accessible to dyslexic students.</p> | <p>Ensure SEN information is readily available to staff, including which students require tailored resources (such as coloured handouts)</p> | SENDCO | Completed | <p>Material and resources are tailored to meet the needs of our dyslexic students.</p> |

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the head teacher and ratified by Full Governors

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Equality information and objectives policy
- SEND Policy and Information Report
- Supporting pupils with medical conditions policy