



St. Stephen's School and Children's Centre

Learning for life

Nursery Accessibility Plan

This policy will be reviewed every 3 years.

| | Date | By whom/role | Ratified | Date |
|-----------|----------------|-------------------------------------------------------|-----------------|---------------|
| Version 1 | September 2012 | Sheena Kelly (SENCo) | Governing Body | October 2012 |
| Version 2 | November 2015 | Sheena Kelly (SENCo) Alex Dias (Inclusion Manager) | | November 2015 |
| Version 3 | | | | |

ACCESSIBILITY PLAN 2015 - 2018

This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. St Stephen's School Accessibility Plan is based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. The St Stephen's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

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- improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of the physical environment, curriculum and written information.
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives
 - Safe Guarding Policy
 - Staff Induction Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Positive Behaviour Policy
 - School Development Plan
 - Asset Management Plan
 - Staff Handbook
 - School Information Brochure
 8. The Accessibility Plan for physical accessibility relates to the Access Audit [Appendix 1] of the School. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 10. The School Brochure / Prospectus will make reference to this Accessibility Plan.
 11. The School's complaints procedure covers the Accessibility Plan.
 12. The Accessibility Plan will be published on the school website.

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13. The Accessibility Plan will be monitored by the SENCO and Health and Safety Co-ordinator.
14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the "London Borough of Newham Accessibility Strategy."
15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Improving the Curriculum Access

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|-----------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them | Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset | All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Give monitoring details | Ongoing | Increased access to an appropriate curriculum for all pupils |
| All out-of-school activities are planned to ensure the participation of the whole range of pupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment that comply with all current and future legislative requirements Give monitoring details * | Ongoing | Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils |
| To ensure classrooms are optimally organised to promote the participation and <u>independence</u> of all pupils | Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | Ongoing | More time available for pupils to participate in curriculum activities |
| Training for Governors in terms of Raising Awareness of Disability Issues | Provide training for governors | Whole school community aware of issues relating to Access | Ongoing | Society will benefit by a more inclusive school and social environment |
| To deploy Teaching Assistants effectively to support pupils' participation | Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs | Pupils needs are appropriately met through effective deployment of skilled support staff | Ongoing | All pupils are supported to achieve their full potential |

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| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|----------------|------------------------------------------------------------------|
| <p>Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.</p> | <p>SENCo, Inclusion Manager will ensure appropriate testing and reports are provided in order to apply for access arrangements.</p> | <p>All pupils will have their individual needs met, and no barriers to achieving their full potential will be removed.</p> | <p>Ongoing</p> | <p>All pupils able to participate in appropriate assessments</p> |

Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. In some cases Health & Safety issues necessitate more prompt action. - See Appendix

| LOCATION | ITEM TO IMPROVE PHYSICAL ACCESS | ACTIVITY | TIMEFRAME |
|--------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| Approach to school | Drop kerbs, traffic calming and pedestrian crossings | Link to Travel Plan for school: check existing provision | Reviewed annually |
| Outside areas | <ul style="list-style-type: none"> ◦ Car parking ◦ Paving | <ul style="list-style-type: none"> ◦ Ensure number of Accessible Parking Bays complies with recommendations and meets with Part M standards. [rec. is spaces for each disabled member of staff plus 2 or 5% of spaces, whichever is greater] ◦ 1) Review levels, gradients, cambers and gullies in proximity to all pathways 2) Provide tactile paving at key areas ◦ Link with H&S work to ensure safe and appropriate pedestrian access to delivery area. | Annual |
| All areas | <ul style="list-style-type: none"> ◦ Improve classroom furniture layouts to increase access | <ul style="list-style-type: none"> ◦ Staff to be aware of mobility and H&S issues | Risk assessment carried out |
| Corridors | <ul style="list-style-type: none"> ◦ Remove trip hazards | Identify appropriate storage for equipment and ensure that items are not left indiscriminately | Ongoing |

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| LOCATION | ITEM TO IMPROVE PHYSICAL ACCESS | ACTIVITY | TIMEFRAME |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------|
| | <ul style="list-style-type: none">◦ Observe fire exit routes◦ Increase signage and aids for visual and hearing impaired | Remove obstacles around signed emergency routes | Annual checks in September |

Access to School Lunches

School Lunch is currently provided free of charge to all pupils in Newham Schools. The School offers meals planned with the guidance of Dieticians and advisors ensuring that all food complies within the framework of Healthy Schools.

| TARGET | STRATEGY | OUTCOME | TIMEFRAME | ACHIEVEMENT |
|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------|
| <p>To ensure that all children are able to access a meal at lunchtime.</p> | <p>The school will make itself aware of the needs of all pupils with regard to Cultural / Religious Requirements, Allergies, Sensitisations and Food/ Eating Disorders. Arrangements for these pupils will be made discreetly and appropriate meals will be provided. Relevant staff including the school cook will be provided with relevant information, together with photos of children to ensure that they receive their meal.</p> | <p>All children will be able to eat safely in the knowledge that the food given to them is appropriate for their needs. Is a healthy meal and will not make them ill.</p> | <p>Reviewed in September each year</p> | <p>All children eating school dinners.</p> |

Completed by :
 Mark Little
 Sheena Kelly
 October 2015

Appendix 1 – Access Audit

| Classroom / space | Movement around the classroom | Exits | Issues to be addressed |
|-------------------|--------------------------------------|------------------------------------------------------|---------------------------------|
| Hall | Doors accessible | Clear | Access is limited to stage area |
| Dining Room | Fully accessible | | |
| Playground | Accessible - level playground | | |
| All Classrooms | Fully accessible after refurbishment | Teachers are prompted to ensure exits are kept clear | |