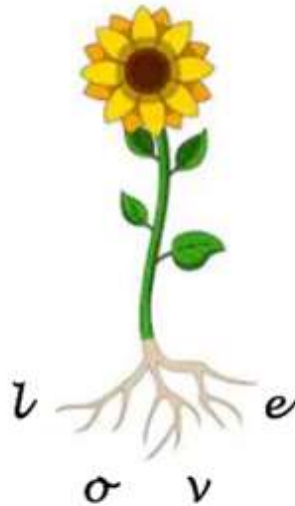


# North Stainley CE Primary School

*We are our school, we have our roots and foundation in  
love*



*Our school is us, we will grow, blossom and flourish.*

## **School Accessibility Plan**

**Policy agreed: 24.3.2021**

**Headteacher:** *LE Wallen*

**Louise Wallen**

**Chair of Governors:** *Nathaniel Potts*

**Nathaniel Potts**

**Policy to be reviewed:**

**Policy to be reviewed:**

As a church school we value each individual and seek to be a place where all are welcomed and treated with dignity and respect.

Our school vision speaks of us having our roots and foundation in love. Love is the rich soil in which all our Christian values take root. Living out these values will enable us all to grow, blossom and flourish and become confident, successful and responsible citizens of our amazing world.

Our school vision of having our roots and foundation in love comes from St Paul's letter to the Ephesians. St Paul says "I pray that Christ will make his home in your hearts through faith. I pray that **you may have your roots and foundation in love**, so that you ... may come to know his love — although it can never be fully known — and so be completely filled with the very nature of God. (Ephesians 3: 17-19)

Love is the rich soil in which all our Christian values take root.

**Friendship**  
**Empathy**

**Respect**  
**Independence**

**Resilience**  
**Aspiration**

Living out these values will enable us all to grow, blossom and flourish and become caring, confident, successful and responsible citizens of our amazing world.

*All children and young people are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training (6.1 Code of Practice)*

# North Stainley CE Primary School

## School Accessibility Plan

### Introduction

This plan is drawn up in accordance with the planning duty in the **Equality Act 2010**. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

North Stainley CE Primary School disabled pupils:

- two classrooms are on the ground floor, an additional classroom is on the 1<sup>st</sup> floor; the Village Hall is also used as a classroom.
- use of these classrooms can be rotated to meet pupils' needs;
- toilets are on the ground floor;
- a disabled toilet has been installed
- Village hall is all on ground floor, has disabled facilities

### Definition of Disability

Disability is defined **by the Equality Act 2010. Section 6(1)** provides that: a person has a disability 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 carry out normal day to day activities.

### Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

### Principles

1. Compliance with the **Equality Act** is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the **Equality Act**:
  - 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.
1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

2. The school 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.
3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 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 individual and groups of pupils.

### **Activity**

North Stainley CE Primary School has identified the following points for ongoing action with regard to changing individual requirements of pupils and as part of its School Improvement Plan, in order to achieve the key objective:

#### **a) Delivery of the curriculum**

School staff receive training in making the curriculum accessible to all pupils, and are aware of its importance. needs

- Ensure relevant pupils can access curriculum by employing and using trained staff.
- Effective use of equipment to promote learning where appropriate e.g. Hearing enhancement
- Curriculum Planning makes provision for pupils
- Lessons address a variety of learning styles and are differentiated appropriately.
- Monitoring of pupils to ensure significant progress is made
- School visits are accessible to all pupils regardless of attainment or impairment.

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

#### **b) Physical environment**

The school will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

#### **c) Provision of information in other formats**

The school is aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

### **Linked Policies**

This Plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Staff development plan
- SEN policy
- Equal Opportunities policy
- curriculum policies

### **Appendix**

The plan is also available in the following formats, on request to the headteacher: email; enlarged print version; other formats by arrangement.

## **North Stainley CE Primary School Access Policy Statement**

The school recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using school and facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non disabled students.

In the light of this the school will:

- Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the school.
- Provide appropriate disability awareness training for staff, which will explain the school policy towards disabled students and the effective implementation and monitoring of it.
- Address acts of disability discrimination via existing conduct codes, where appropriate.
- Encourage suppliers and contractors, to adopt similar policies towards disabled students and staff.

In order to ensure that the educational services it provides effectively meet the needs of disabled students the school will:

Consult with disabled pupils, parents, staff and disability organisations.

- Plan to make access improvements to enable disabled people to use educational services. Furthermore, the school will effectively communicate their availability to both pupils and staff.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.
- Reasonable provision for disabled access will be made during planned routine improvement to the school.

Updated 28.08.20  
Review Spring 1 2021