



# **Staindrop Church of England Primary School**

## **Accessibility Policy 2025 26**

**At Staindrop Church of England Primary School, we aim to ensure that all children grow to fulfil their potential. Our school provides an environment rooted in Christian values where learning, laughter and friendship are at the heart of everything we do.**

*Through God's love, we are the rich soil where roots grow and seeds flourish.*

*Luke 8:4-15*

## **Staindrop CE Primary School Accessibility Plan – 2025 26**

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## **1. Vision Statement:**

Our Christian vision is founded on the Parable of the Sower. We are the rich soil that enables our children to develop deep roots and flourish. We aim to ensure that everyone grows to fulfil their potential in an environment rooted in Christian values where learning, laughter and friendship are at the heart of everything we do. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The current Plan will be appended to this document.

1) The Staindrop C.E. Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-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 Local Authority 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) Staindrop C.E. Primary School is 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 Staindrop C.E. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase the extent to which pupils with a disability can participate in the curriculum
- Improve and maintain access to the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided or offered
- Improve the availability of readily accessible information to pupils with a disability; the information should be made available in various preferred formats within a reasonable timeframe

5) The Staindrop C.E. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Intent Statement
- Equality Policy Statement and Objectives
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the work 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 to inform the development of a new Accessibility Plan for the ongoing period.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## 2. Aims and Objectives

Our Aims are:

- Increase the extent to which pupils with a disability can participate in the curriculum
- Improve and maintain access to the physical environment
- Improve the availability of readily accessible information to pupils with a disability

## 3. Current good practice

**Aim:** Increase the extent to which pupils with a disability can participate in the curriculum

We aim to remove any barriers which may prevent pupils with a disability from accessing the curriculum as fully as their peers.

Current good practice:

- Our curriculum and Collective worship celebrates difference
- We use tailored resources e.g. pencil grips, visual timetables, wobble stools, motor-skills programs and a number of therapy programs to support identified pupils
- We differentiate the curriculum to meet the needs of all pupils
- Staff are trained to help meet a range of specific needs e.g. ASD, speech and language
- Identified pupils have individual outcomes which challenge and meet their needs
- We have invested in an astro-turf pitch and portable flood lighting which will enable all pupils to access outdoor provision all year round (in school time and in extracurricular activity time)
- Staff adapt and modify their teaching to meet the needs of all pupils
- Staff regularly communicate with parents to discuss needs and provision
- Curriculum progress is tracked for all pupils, including those with a disability
- All children are given equal access to a wide range of curriculum activities which are planned to meet a range of needs e.g. visits, visitors, themed days/weeks

**Aim:** Improve and maintain access to the physical environment

We aim to meet the needs of pupils with a disability with regards to accessing the school environment as much as possible.

Current good practice:

- We seek advice from professionals when needed to support us in adapting the physical environment e.g. Durham Visual Impairment Team
- We have made adaptations to meet the needs of pupils including:
  - Ramps
  - Disabled parking bay
  - Disabled toilet with changing facilities
  - Main entrance reception area is wheelchair-accessible height

**Aim:** Improve the availability of readily accessible information to pupils with a disability

We aim to use a range of communication methods to make information accessible to all pupils.

Current good practice:

- Visual timetables
- Internal signage
- Collective worship addresses different needs and promotes acceptance
- Large print resources
- Pictorial or symbolic representations
- Use of radio aid
- We have an open door policy so staff are available to talk to parents promptly when necessary.

#### **4. Access Audit**

The school is a one-story building and has several access points from outside. All areas are on the ground floor with wide door access to all rooms. The hall is on the ground floor and is accessible to all.

All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There is an accessible toilet facility available, in the Key Stage 1 area. This is fitted with a changing bench, handrail and an emergency pull cord.

#### **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

## 6. Action Plan

### **Aim 1 To Increase the extent to which pupils with a disability can participate in the curriculum**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Actions	Timescale	Responsibilities	Success Criteria
To ensure all staff have a thorough understanding of the needs of their pupils.	SENCO to liaise with staff at key transition points to ensure they have understanding of needs of pupils. Staff to liaise closely with the next teacher at the end of academic year. SENCO to arrange CPD when appropriate for teachers and TAs.	Annually June/July Annually June/July  Ongoing	SENCO Teachers	Staff are knowledgeable and able to plan effectively to meet the needs of their children
To review the curriculum regularly to ensure it meets the needs of all pupils	Regular staff review meetings/curriculum audits followed by amendments to curriculum as needed	Ongoing - Termly	HT/DHT All subject leaders	Curriculum meets the needs of all pupils
To set appropriate outcomes and carefully review progress of all pupils including those with additional needs. SEN pupils.	SENCO regularly meets with class teachers and supports with setting outcomes on SEN Support Plans Staff to talk to and take account of views of children in setting outcomes (where appropriate) Data analysis Regular liaison with parents	Termly	SENCO Teachers	Progress made towards achieving SEN Support Plan targets

To provide differentiated resources to allow all pupils to access the curriculum	<ul style="list-style-type: none"> <li>• SENCO to regularly liaise with staff and outside agencies to purchase relevant resources</li> <li>• Regular audit of resources</li> <li>• Monitoring of resources to ensure appropriate use</li> </ul>	Ongoing	SENCO and staff	All pupils can access curriculum with support of appropriate resources
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**Aim 2\_:** To improve and maintain access to the physical environment

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT/DHT	All needs are met where possible.
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual children with disabilities as part of SEN Support Plan process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and</li> </ul>	Ongoing	All staff	All needs are met where possible.

	ensure they are met in all events.			
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	HT Office Manager	Medical needs of pupils are effectively met.
Continue to develop playground and other outdoor facilities.	Look for further funding opportunities	Ongoing	HT Finance Manager	Outdoor facilities are appropriate and accessible to all

**Aim 3: To improve the availability of readily accessible information to pupils with a disability**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure we use a range of methods to make information accessible to all.	<ul style="list-style-type: none"> <li>• Regular audits of provision to ensure it is accessible to all and amend where necessary</li> <li>• Use large print, accessible colours, symbols, different languages if needed</li> <li>• Seek advice from relevant professionals</li> </ul>	Ongoing	HT/DHT Office Manager	Information is available in different formats when needed. All staff, parents and governors know how to access alternative formats
To ensure classroom resources, reading books, text books etc are accessible to all pupils	<ul style="list-style-type: none"> <li>• Regular audits of resources to ensure they are accessible and that they reflect the diverse nature of society.</li> <li>• Seek advice from relevant professionals and purchase resources as needed</li> </ul>	Ongoing	SENCO/Class teachers	Classroom resources are appropriate, relevant and accessible to all

