



Stroud Valley Community Primary School

Accessibility Plan

Stroud Valley Community Primary School is committed to ensuring equal access for all its employees, pupils and other members of our school community with any disability. We will ensure that anyone with a disability is not treated less favourably in any procedures, practices and service delivery. Our ethos promotes a culture of inclusion with an expectation of respect for all.

Introduction

Under the **Equality Act 2010**, schools are required 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Stroud Valley Community School aims to provide every child with an excellent educational experience which is enjoyable, stimulating and enables them to reach their full potential.

Our school is also committed to ensuring staff are trained in equality issues with reference to the **Equality Act 2010**, including understanding disability issues.

We support any available partnerships to develop and implement the plan.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, it is important they are raised. Please call the school office and the Headteacher or SENCO will contact you within two working days, as stated in our communication policy, to arrange a meeting. At this stage we will listen so we understand the concern fully and agree a way forward. Most concerns can be dealt with in this way.

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.

Stroud Valley Community Primary School, we recognise our duty under the above acts:

- To not discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- To take reasonable steps to avoid putting disabled pupils at substantial disadvantage
- To produce, publish and have available an Accessibility Plan.

School Ethos, Vision and Values

Our school is an inclusive school. We are committed to ensuring equal treatment of all its employees, pupils and any others involved in the school community with any form of disability.

The School will not tolerate harassment of disabled people with any form of impairment.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her abilities to carry out normal activities. We respect the parents' and child's right to confidentiality, and encourage a partnership between parents and school to help facilitate the child's needs.

The school provides all pupils with a broad and balanced curriculum which is adjusted to meet the needs of individual pupils, striving to make our teaching fully inclusive and enabling them to participate fully in school life.

The school is committed to removing barriers to learning and raising standards for all pupils in an inclusive environment.

The school actively endorses a curriculum that is more inclusive: setting suitable learning challenges; responding to pupils' diverse learning needs and overcoming potential barriers to learning.

Action plan 2022-2025

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

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Completion date	Success Criteria
Increase the extent to which disabled pupils can participate in the curriculum	Our school offers an adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Continue to improve resources, staff knowledge and accessibility to the curriculum for children with specific needs.	Audit of CPD needed Staff to be given opportunities to watch outstanding practitioners. All needs to be considered when planning curriculum and outcomes	SLT SENCo Class Teacher Teaching Assistants	Ongoing	Staff to relay what training they require. Training needs to be met. Pupils individual needs would have been identified on 'My Plans' and are being met.
Improve the physical environment of the school to enable disabled pupils	The environment is adapted to the needs of pupils as required. This includes: - Ramps - Lifts	Staff, school partners and pupil's families discuss accessibility for children with a range of learning/behavioural/	Equipment, classroom layout, access around school etc. all considered	SLT SENCo Class Teacher Teaching Assistants MDSA	Termly – as and when required	Pupils' needs have been identified on the 'My Plan', are being met, and lessons

to take better advantage of education, benefits, facilities and services provided	Disabled toilets	physical/emotional and communication needs.		Caretaker		are able to take place without major disruption to accommodate particular needs.
	All areas of the school are accessible to non-wheelchair users. The environment is adapted to the needs of pupils and adults when required. Lifts are accessible on each level of the school.	To enable wheelchair access onto the premises and ensure fire safe exit.	To identify designated disabled car park space as required. The school gate to be used as an access point.	Local Authority SLT Caretaker	As and when the need arises.	Pupils and staff who require wheelchair access will have access to all areas of the premises.
	In addition to the schools fire evacuation instructions bespoke arrangements are put in place for individuals as required. All staff are aware of the fire evacuation policy. Fire exits are signposted throughout the school.	To ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear. Caretaker to check fire exits are clearly labelled.	~~SLT~~ ~~Class Teacher~~ ~~Teaching Assistants~~ ~~MDSA~~ ~~Caretaker~~ Support staff allocated to individual.	Daily	All fire exits are clearly labelled. Fire evacuation policy is followed by all members of staff.

						All disabled personnel and pupils have safe exits from school.
Improve the availability of accessible information to disabled pupils	Our school uses a range of teaching and support methods to ensure information is accessible. • Visual timelines in classes • Using agreed signs with a child to show they need support without the rest of the class knowing • Careful placing of where a child sits in the classroom • Specifically deployed support staff • SENCo to manage support staff to ensure pupil's needs are met All information is available on the school website. It is also available from the school.	Staff, pupils and families will be able to access information in the form that is accessible to them.	Use of visual timetables in classes. Hard copies available from the office of all documents on the website. School staff available to support families with paperwork and applications eg. EHCPs, FSM etc.	SLT SENCo Class Teacher Teaching Assistants Admin Staff	Ongoing	Pupils and their families can access information in the most accessible format for their needs. e.g large print, particular colours
	The school has clear signage showing:	Ensure all signage is displayed in a	Wheelchair friendly signage	Caretaker SLT	Ongoing Termly check	Wheelchair friendly signs

	• Wheelchair access • Fire exits	manner that is accessible for people with a disability.	needs moving to be clearly seen on entry through main gates Information for support sign to be placed under intercom			will be clearly labelled.
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Policy Review

Policy Title	Accessibility Policy and Plan
Date Policy Ratified by Governors	
Committee Responsible	
Date for next review	April 2025