

“Bee”long  
“Bee”lieve  
“Bee”have



Each bee plays a part in the hive

*Just as a body, though one, has many parts, but all its many parts form one body, so it is with Christ.  
1 Corinthians 12: 12-31*



# Stretton Sugwas Church of England Academy

# Accessibility Plan



Reviewed: Autumn 2022  
Mr A Davies

# Accessibility Plan

## **Introduction**

This plan outlines how Stretton Sugwas Church of England Academy aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every 3 years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## **The purpose and direction of the school's plan: vision and values**

At Stretton Sugwas Academy we aim to provide the best possible education for all our children. All children, whatever their additional learning needs, have the right to enjoy every opportunity to fulfil their potential both at school and in the world at large.

Stretton Sugwas Academy is dedicated to this statement and will work with children, their families and professionals from education, health and social services to provide an education which is inclusive to all.

Every child has equal opportunities to learn, regardless of his/her additional learning need, and will be supported in order to prevent disaffection or failure in our school. We will endeavour to identify any need as early as possible and take measures to support the child. We will be both open and flexible in our support when it is needed. We will seek advice and support from outside agencies as soon as we feel it is necessary.

Parents, and those with parental responsibility, have the major role in the care and education of their child. We will be open and seek to consult parents on all issues concerning their child. No intervention beyond normal classroom practice, will take place without the endorsement of parents.

Above all, Stretton Sugwas Academy will use its resources and high levels of professionalism among the staff to enable every child to progress and succeed.

**The school has set the following priorities for the development of the vision and values that inform the plan:**

- Full involvement of parents and those with parental responsibility in the education of their child.
- A team approach to each child's needs ensuring a successful education for all children.

**Information from pupil data and school audit**

We currently meet the needs of all the children on the school's roll. There is only one room in the school used by children that is not accessible to all. This is an intervention room located upstairs in the old Victorian part of the building. We have another suitable intervention room located downstairs. All pupils are positively encouraged to take an active part in all school life, including off-site and residential visits.

**Increasing the extent to which disabled pupils can participate in the school curriculum**

We currently:

- Have a school building which is 'disability friendly' predominantly laid on one level (please see above section), with disabled toilets, wide doors, and accessible parking. Our school grounds are level, safe and secure with wide pathways and easy access to all areas, including; vegetable patch, wildlife areas and easy, safe access to adjoining village playing fields. Our outdoor adventure area has been designed for use of all pupils at a low level with safety surfacing underneath.
- Have extended the outdoor classroom, with a log circle for curriculum time activities, and built a sensory garden to further enhance the school grounds for children with visual impairments.
- Each classroom has been installed with a hearing sound system which all teachers can use.

- Interactive whiteboards are widely used to enhance the curriculum for all pupils.
- We have experienced teaching assistants who have all received training to support pupils throughout the school. These TAs not only work alongside the class teachers but also support Individual Provision Maps and run specialist programmes with pupils (see SEN Policy).
- In addition we have trained Special Support Assistants supporting individuals in and outside the classroom. Their work is always supported by firstly the class teacher, but also by the expertise from external agencies and specialists.
- Teachers plan all lessons to include all pupils with differentiated activities, we pride ourselves on quality first teaching, however some pupils may require additional support through intervention groups.
- All children who have both a disability and an additional learning need are identified on the SEN register where appropriate intervention programmes are implemented.
- Pupils are placed in classes with their peer groups, in most circumstances, unless the child's additional learning needs can be met better in a class of children one year below their peers. These decisions are never taken lightly and only occur when the child's best interest requires it and the parents are in full support of the decision. This flexibility is in place for all pupils, not just those with a disability or additional learning need.
- The SENCo strives to ensure full inclusion of all pupils within the school and will facilitate this with the involvement of all parties – pupil, parents, class teacher, support assistants and external agencies.
- The school timetables for specific areas of the school are drawn up with the needs of all pupils taken into account.
- Through our PSHE programme, alongside class council work and assemblies, the school ensures all pupils are aware of disability in others and we foster a nurturing family approach throughout the school. Pupils will often be seen supporting their peers who have a disability especially with mobility both in the building and in the school grounds.
- Because we strive to be a fully inclusive school on all levels (educationally and socially), we have high expectations of all our pupils whether they have a disability or not.

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

Changes to the physical environment

- Consideration has been given regarding the clarity of information on interactive whiteboards. Coloured backgrounds are used for those children suffering with visual stress.
- Furniture in 'common' use areas needs to remain static and not rearranged without consideration for pupils using 'sensory pathways' to move around the building.
- Sound field systems are installed to support not only the hearing impaired but also those children with grommets, speech and language difficulties etc.

***We currently do not have a need to make major changes to the physical environment of the school. This may need to be reassessed if other pupils or staff with a disability joins our school.***

**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

- Information for disabled pupils – All work is provided in the format which is accessible to the pupil.
- Improving the delivery of information – expert advice is sought from the relevant services and specialist equipment is provided by the services also. Resources are adapted and reconsidered until the pupil has the appropriate equipment for his/her needs.

**Making it happen**

**Management**

- The governing body takes responsibility for the school accessibility plan and will oversee any changes to the physical environment if needed in the future alongside planning for the funding of or access to available grants for these changes;
- This plan will be reviewed on a 3 year cycle or sooner if circumstances and pupil or staff changes necessitate it.

**Coordination**

- The Headteacher and SEN Co-ordinator will have an overview of all relevant policies, which will be adopted by the governing body, including the SEN Policy, the Accessibility Plan and the Health and Safety Policy.

**The school makes its accessibility plan available in the following ways:**

- The plan is kept alongside all other school policies and is available for parents if requested;
- The plan is available in written format or as a word document from the school
- The plan can be viewed via the schools website.
- The plan has been written in non-specialist speak to make it accessible to all and will be adapted into large print or Braille if requested (some notice will be needed for different formats).
- The headteacher or SENCo will go through the plan with parents if requested and an appointment made.