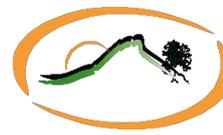


# Accessibility Plan for Stokesley School

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<b>Approved by</b>	Local Governing Body, 24 <sup>th</sup> June 2021



This plan outlines how Stokesley School 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 trust will support the allocation of adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will, through liaison with school leaders, ensure the:

- monitoring of recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- provision of appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- undertaking of 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 three 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 substantive refurbishment.

## Reasonable Adjustments

Stokesley School has a duty to make reasonable adjustments for disabled students. When something the school does places a disabled student at a substantial disadvantage to other students, then the school must take reasonable steps to avoid that disadvantage. Stokesley School will not be expected to make adjustments that are not reasonable. It will be for the governing body to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students and health and safety requirements.



## The Accessibility Audit

1. The governing board will undertake an annual Accessibility Audit.
2. The audit will cover the following three areas:
  - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
  - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
  - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
  - Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
  - Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - Visual disabilities – this includes those with visual impairments and sensitivities
  - Auditory disabilities – this includes those with hearing impairments and sensitivities
  - Comprehension – this includes hidden disabilities, such as autism and dyslexia
4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
5. The actions that will be undertaken are detailed in the following sections of this document.

## Review of progress from previous Accessibility Plan

### Access to the curriculum:

- 1:1 devices throughout the school to increase access to technology
- Use of Google classroom, shared documents and shared drives to increase access to materials at home and in school
- Increased access to assistive technology, through chrome book accessibility features and through Read Write software
- Developed access to feedback through live marking in lessons, whole class feedback and through use of Mote.

### Access to the physical environment:

- Ramped access into drama
- Magnetic locks on fire doors in main school building
- Refurbishment of PE changing rooms in gym and sports hall include increased access and refurbished accessible toilets in these areas
- Accessible toilet refurbishment in Geography/ Art block
- Resurfacing of uneven ground outside sports hall
- Pathways added across field to canteen
- Ramp and automatic door into new visitor reception area.



Access to information:

- Development of digital curriculum area of school website

## The Curriculum

**We plan for continuing improvement of access to the curriculum by students with a disability by:**

- expanding and tailoring the curriculum as necessary to ensure that students with a disability are as, equally, prepared for life as are the able-bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits
- providing specialist aids and equipment, which may assist these students in accessing the curriculum
- continuing to seek and follow the advice of specialist teacher advisers and appropriate health professionals from the local NHS Trusts.

Issue	What	Who	When	Outcome	Review
Some extra curricular opportunities are not available for students with disabilities	Develop the range of extra curricular activities available, so that there are opportunities for students with disabilities to participate.	All staff	By December 2021	Student voice will indicate that students with disabilities are accessing clubs and activities. Student attendance at these activities will be in line with peers.	May 2022
School trips and visits need to be planned with the needs of individual students in mind	When all visits are planned, they need to include provision or adjustment for any student with a disability. Plans for the visit will demonstrate that these adjustments have been considered.	All staff organising trips, line managers, off site visit lead	By December 2021	Records of offsite visits include the provision made for students to access these activities. Student attendance on these visits is in line with their peers.	July 2022
Ensure that students with	Audit the school website,	Assistant Headteacher,	By December 2021	All information forums will	September 2022



disabilities are seen in a positive light	social media, in school displays and other information giving forums to ensure that diversity is recognised and celebrated.	SEND and Inclusion		include inclusive language and imagery,	
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### The physical environment

We plan for continuing improvement of access to the physical environment of the school by:

- during any programme of refurbishment, considering improved access such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture
- auditing signage around the school to ensure that is accessible to all
- sourcing physical aids to access the curriculum, such as specialist science equipment or desks and chairs
- auditing the use of, and methods of displaying materials around the school and raising awareness of font size and page layouts will support students with visual impairments.

Stokesley School is aware that it is incumbent on the school to make these improvements and adjustments regardless of whether there are students or visitors with disabilities or not.

Issue	What	Who	When	Outcome	Review
Some spaces of the school are dated and need to be brought in line with modern access standards	All school refurbishment plans to consider access as part of the planning process, this may include exploring the possibility of ramp access, automatic door openers and magnetic locks	Site manager/ headteacher	Ongoing	The school will become more accessible over time, increasing access to students with all needs to more areas.	Yearly - next review May 2022
Accessible toilets need to be fully equipped	All accessible toilets need to have a panic cord. At least	Site manager/ head teacher	May 2022	All accessible toilets will be safe to be used by students,	September 2023



	one of the accessible toilets on site needs wash/dry facilities. A hoist needs fitting into one of the toilets.			staff and visitors. There is enough provision on site to meet the toileting needs of students, staff and visitors.	
Adjustable desks and tables need to be available, especially in Science	Height adjustable desks need to be available in downstairs Science lab and in ICT.	Site manager/ head teacher	September 2021	Students with physical disabilities will be able to access a work space which can be adjusted to the height that they need.	July 2022
Children with physical disabilities cannot access some upper floors of the school buildings	Access to upper floors needs to be considered when timetabling and students requiring wheel chair access need to be prioritised during classroom allocation.  Future site refurbishment projects to include consideration of access to upper floors wherever appropriate.	Site manager/ head teacher	ongoing	Students with physical disabilities can access their learning and their classrooms in the same way as their peers	Next review May 2022

## Information

### We plan to improve the delivery of information to students with disabilities by:

- investigating ways to make written information more accessible to students, including uses of technology



- investigating ways of communicating effectively with disabled parents and carers and visitors.

Issue	What	Who	When	Outcome	Review
The leadership team do not know whether school information is accessible or not	Audit of information and delivery procedures, including readability of the school website	SENCO, ICT team	November 2021	School is aware of accessibility gaps to its information delivery procedures  School website is accessible to all	May 2022
Written information is not always accessible to pupils with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing and install window blinds  Investigate alternative versions of text books	SENCO, SEN team	December 2021	Written information is fully accessible to children with visual impairments	May 2022

----- End of Plan -----

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**Monitored by:** Mrs. S. McGreal, Assistant Headteacher, Stokesley School  
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**Next Review:** June 2024