



ACCESSIBILITY PLAN

Policy agreed: Facilities Committee

Signed: Mr Gallafent.....

Date: 19th March 2024

Policy to be reviewed: March 2025

This policy extends past school to Post 16 and will be reviewed in line with the changing curriculum and current needs of the pupils.

Where in the policy it says Stone Hill School, we are referring to Stone Hill School and Post 16.

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities

- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Governing Body

The Governing body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents/carers, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the governing body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the governing body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their

accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

Other relevant legislation, regulations & guidance;

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*

Health Standards (England) Regulations 2003

The School’s Context

We are a maintained special needs school for children / young people who age from 5 years to 19 years. The school comprises of five buildings covering an average site, mostly of one storey construction.

In the years 2023/24, we had **143** children / young people identified as having a disability under the given definition.

The School’s Aims

Stone Hill aims to provide appropriate opportunities, support and facilities to meet the needs of the pupils and the school as a community. This should enable its members to develop to their potential, intellectually, physically, spiritually and morally in order to take a meaningful place in society using the wider community as an integral part of the learning environment.

Formulating our Accessibility Plan

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Headteacher**
- **SENCO**
- **School Council Committee**

Process

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).

- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary)

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

***Available on the school website
If requested paper copy can be provided.***

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities and Diversity
- Performance Appraisal (Teaching and Support Staff)
- Staff Development
- Health & Safety (including off-site safety)
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour Management
- School Development Plan
- School Prospectus and Mission Statement
- Teaching and Learning

The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

AUDITS & ACTION PLANS

Access Audit

Date: _____

Lead member of staff: _____

Section 1 The school can deliver the curriculum to all children / young people. Give details of items developed, current practice and things to be developed.

Statement	Fully	Partly	Not	Plan Prompt
Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability.				
All school staff and the governors have had access to training on disability equality and inclusion.				
We take advice to				

ensure our classrooms are optimally organised and resourced for disabled children / young people.				
Positive images of people with different abilities are apparent in the classrooms and the school generally.				
Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.				
Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.				
When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their				

inclusion and raise attainment.				
Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.				
When renewing computer hardware and software, machines and materials are chosen to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.				
Provision of laptops or e-devices are considered to aid recording and / or communication.				
School visits are subject to a regular review to ensure increased levels of access or alternative experience.				
The school links with other schools to share good practice.				
Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask				

if there could be a disability dimension.				
Access Arrangements are used when appropriate to support children / young people with accessing assessments.				
The school signpost children, young people and families to further support e.g. Together Information Exchange, ASCETs, SENDIASS, Early Help, etc.				
The SEND governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.				

Section 2: The school is designed to meet the needs of all children / young people.

Statement	Fully	Partly	Not	Plan Prompt
The size and layout of areas allow access for all children / young people, including wheelchair users.				
In considering the school budget there is a clear plan to improve access and resources for those with a disability.				

<p>There is a plan which shows priorities for major and minor works, costed and included in the School Improvement Plan.</p>				
<p>The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.</p>				
<p>Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.</p>				
<p>Personal Evacuation Plans (PEEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants.</p>				
<p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there is a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene</p>				

<p>and medical issues are dealt with, with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p>				
<p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.</p>				
<p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>				
<p>Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate measures in the classroom.</p>				
<p>The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication</p>				

Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability.				
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Section 3: The school delivers materials in other formats.

Statement	Fully	Partly	Not	Plan Prompt
Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information.				
Information is presented to groups in a way which is user friendly or suitable for people with disabilities e.g. reading aloud, overhead projections and describing diagrams.				
ICT facilities are used to produce written information in different formats as appropriate.				
Staff are familiar				

<p>with technology and practices developed to assist people with disabilities.</p> <p>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors...</p>				
<p>There is an effective process to deal with both complaints and positive suggestions from the parents/carers of children / young people with a disability.</p>				

Access Planning Template for Period 2023/24 – 2026/27

Lead member of staff: _____ **Date:** _____

Date of Review: _____

Name of Reviewer: _____

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Stone Hill will monitor the implementation of the plan and keep under review the access needs of the school.

(SCHOOLS TO POPULATE THIS TABLE AFTER COMPLETING AN ACCESS AUDIT)

	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
Short Term	<i>E.g. Availability of written materials in alternative formats.</i>	<i>School makes itself aware of services available through LA for converting written info into alternative formats</i>	<i>SENCO / SLT</i>	<i>E.g. Term 1 2023/24</i>	<i>£Hourly Wage</i>	<i>If needed the school can provide written information in alternative formats. Delivery of info to disabled children / young people has improved.</i>
Medium Term	<i>E.g. Incorporation of appropriate colour schemes when refurbishing to benefit children / young people with visual impairments and install window blinds. E.g. Training for teachers on differentiating the curriculum.</i>			<i>E.g. Term 1 2024/25</i>		
Long Term	<i>School plans to improve access to designated areas over successive financial years.</i>			<i>E.g. Term 3 2025/26</i>		

Access Plan for Period 2023/24 – 2026/27 (continued)

Additional Views from Consultation

Insert any other views of those consulted during the development of the plan.

Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: _____ Date: _____

Period of Plan being checked; _____

Does the plan cover;	Yes/ No	Comments
1. Access to the Curriculum?		
Access to the Physical Environment?		
Auxiliary aids and services?		
Teaching and learning practices?		
Staff training?		
Culture and ethos?		
Provision of written information?		
2. Are there targets that are;		
Short term?		
Medium term?		
Long term?		
3. Are there clear strategies to ensure targets fulfilled?		
4. Are there clear outcomes linked to the targets?		
5. Is there a realistic time frame?		
6. Are there indications as the resourcing of the plan?		

Recommendations

Insert any recommendations made as a result of the checking exercise.

Stone Hill School Accessibility Plan 2009 onwards
Maintaining the Physical Access at Stone Hill School

	Item	Activity	Timescale	Cost £
Feb 2009	Canopies on lower & upper school playgrounds. Planning approval sought to include access statement.	Outdoor classroom space	Feb 2010	25k
Feb 2009	Climbing wall	Enhanced PE curriculum for all pupils	Aug 2009	18K
May 2011	Erection of modular build to accommodate Key Stage 4	Classroom space – to free up designated classrooms e.g. science to ensure accessibility across key stages to purpose built facilities	July 2011	128K
May 2011	Relocation of raised beds/garden facility	Gardening club, outdoor activities. Reduction in size of beds to ensure all Key Stages can access.	May 2011	1K
June 2011	Braille signage & Health and Safety issues – consult with VI Team re increased Braille signage and any appropriate modifications to premises.	In readiness for intake of VI pupil Consulted with VI Team and signage in place for VI pupil	Sep 11	?
March 2012	Moon signage & audio indicators for specific classrooms e.g. food technology	VI pupils	March 2012	minimal
Summer Term 2012	Staff to undergo lifting and handling training. in readiness for new pupils with more complex needs	In order that new pupils with more complex needs can access all areas of the curriculum including swimming	Sept 12	
Summer Term 2012	New outside gym equipment	To encourage all pupils to be more active and socially more interactive (ASC pupils)	July 2012	10K
Summer Term 2012	New recumbent style exercise bike for internal gym	To ensure pupils with additional needs can access fitness equipment	July 2012	1.2K
Summer Term 2012	Climbing wall Training course attended by J Christian and specialised equipment purchased.	To enable VI and more complex needs pupils to access the climbing wall facility	July 2012 Training updated and renewed as required.	
Autumn Term 2012	Adapted mini bus purchased for disabled access	To enable wheelchair users to access out of school activities	October 2012 New minibus Leased December 2020	£21K
Summer Term 2014	New changing room extension completed	To ensure that all pupils have access to adequate changing facilities.	Completed 2014	
Autumn Term 2014	Music & Art Room Pods	Enhanced provision to ensure all pupils have quality	Completed 2015	154K

		music/art facilities.		
Summer Term 2015	Electric changing bed/hoist to be installed into disabled changing area in upper school. – student didn't require the use of an electric hoist.	To enable pupil to change independently (intimate care)	Autumn Term 2015	Not completed
Spring Term 2016	All weather surface – Lower sensory area	To enable pupils to have access all year round and encourage ASC children to be more socially interactive	Spring 2016	11K
Spring Term 2016	KMX recumbent bikes purchased	To enable all pupils to access cycling activities within school and during residential visits	Spring 2016	2.5K
Spring Term 2016	Trikes purchased for pupils with specific needs	To enable access to cycle activities	Spring 2016	2K
Spring 2017	Upper School Nature Area – path way	To enable access for all pupils	Spring 2017	£200.00
Spring 2018	Scooters	To enable access to pupil unable to ride a bike	Spring 2018	£80.00
Autumn 2019	School Allotment	To enable access to all pupils	Autumn 2019	Annual fee £35.00
September 2020	Garden Facilities	Two raised beds removed to enable wheel chair access. Second green house to be built in the same area with a raised bed and staging to ensure complete wheelchair access.	Spring 2021	£800
September 2021	Braille signage	To enable access for all pupils	Autumn 2021	?
September 2022	Life Skills Room	To enable access for all pupils to build on life skills	Autumn 2022	
September 2022	Forest Schools	To enable outdoor learning for all pupils	Autumn 2022	?
September 2023	Post 16 Building	Purpose built building for KS5 pupils curriculum	September 2023	ongoing
September 2023	Lower Outdoor Classroom	To enable pupils to access outdoor curriculum	September 2023	2K
September 2023	Music POD	This room also incorporates the ICT suite	September	No cost
October 2023	Design Technology Classroom	Redesigned/updated to purposely fit in with schools curriculum	Autumn 2023	ongoing
May 2024	Playground	New playground for lower school pupils	May 2024	ongoing
May 2024	Gym	To enable access for all pupils	May 2024	ongoing

Any future amendments/alterations to the building to ensure accessibility to all
Stone Hill School Accessibility Plan 2009 - onwards
Ensuring Curriculum Access at Stone Hill School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
All out-of-school activities are planned to ensure the participation of the whole range of pupils e.g. inter-school sports, swimming, Dis-sport	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Ensure access to all school activities for all pupils
All school clubs are planned to ensure maximum participation e.g. choir	Review all club provision to ensure maximum access for all pupils	All school clubs are conducted in an inclusive environment	Ongoing	Ensure all pupils have access to clubs
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing	Ensure all pupils access the National Curriculum
Raising Awareness of Disability Issues	Provide training for governors, staff, pupils and parents and carers Invite outside agencies into school to raise awareness for pupils, Dial	Whole school community aware of issues relating to Curriculum Access	Ongoing	Society will benefit by a more inclusive school and social environment
Health and Wellbeing Curriculum	Provide awareness sessions for pupils specifically on VI using SPeD team to experience using Braille and VI specific resources	All pupils to be aware of additional requirements for VI specific pupils to access school and curriculum.	Ongoing	Society will benefit by a more inclusive school and social environment

Stone Hill School Accessibility Plan 2009 - current

Improving the Delivery of Written Information at Stone Hill School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	Alternative methods of communication are used as appropriate e.g. visual timetables, visual symbols, materials in moon and braille etc.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Ensure delivery of information to all pupils improved.
Make available school brochures, school newsletters and other information for parents/carers in alternative formats	Review all current school publications and promote the availability in different formats for those that require it, including SeeSaw. Further develop the website. New Website developed in November 2021.	All school information available for all	Ongoing	Delivery of school information to parents and carers and the local community improved
Continue to maintain awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses. Teacher given a specific role for communication	A good communication system established throughout the school	Ongoing	Teachers and TA's are more effective in meeting the needs of pupils.

