



The Diocese of Coventry Multi Academy Trust

Accessibility Policy

Stretton CE Academy

'Achieve, Believe, Succeed'

Updated: January 2023

Review date: December 2025

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Ensure pupils (and staff) with disabilities can participate fully in all areas of the curriculum
- Seek ways to enhance our provision to improve opportunities for members of our school community with disabilities to participate fully in all areas of school life.
- 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

At Stretton Church of England Academy, our Christian values underpin everything we do. We recognise the uniqueness of every member of the Stretton family and the value of each person's contribution to our school and to our local and wider communities. We seek to provide a positive, respectful, and inspiring environment in which children are encouraged to be open, honest, and kind. We aim to provide a curriculum which respects and validates children's diverse experiences and broadens their horizons. We support each other to work hard and embrace new opportunities and challenges with confidence so that we can all achieve our best.

Our aim is for all our children to believe that there are no limits to what they can achieve and to equip them with the skills, personal qualities and understanding to nurture their own spiritual growth and to make their dreams a reality.

As part of our intention to enable all children to achieve, believe and succeed, as well as enjoy their time at Stretton, we ensure access and opportunities are provided for all pupils without discrimination of any kind. 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 seek advice from external agencies, including the Local Authority, and members of the Trust Estates Team to ensure developments of our site enhance opportunities and inclusion for all members of our school community.

Our Accessibility plan is designed to ensure that we are consistently developing our site and provision to ensure that:

- Every member of our school community feels equally welcome in school
- We value all students equally and have high expectations for every child
- Every child, member of staff and visitor to school has equal access to opportunities to enhance their personal development and interests and that barriers to learning and participation are removed as far as possible.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Monitoring and Evaluation of the Accessibility Action Plan

- **Environment**

In consultation with the Academy Governance Committee, the Site Services Officer, the SENDCO and Inclusion leaders, the Executive Headteacher and Head of School monitor the physical environment of the school to ensure that all reasonable adjustments are being made to meet the needs of staff and pupils. Where necessary, guidance on how best to meet needs and the reasonable adjustments required will be informed by consultation with the Trust Central Team (including the Estates Business Partner) as well as by external agencies (including, for example, seeking medical advice, guidance from Occupational Therapists, and from local authority advisers). The Academy Governance Committee leads for Quality of Education, Personal Development and SEND have responsibility for leading AGC monitoring of provision.

- **Curriculum**

In consultation with the Executive Headteacher and the Inclusion lead, the Head of School is responsible for ensuring that the curriculum is accessible and inclusive. The Academy Governance Committee leads for Quality of Education, Development and SEND have responsibility for leading AGC monitoring of provision.

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Head of School in consultation with the Executive Headteacher and will be approved by the Academy Governance Committee.

4. Action plan

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

The Accessibility plan will be made published on the school website, and paper copies are available upon request from the school office.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- SEND policy
- Special educational needs (SEN) information report
- Intimate Care Policy
- Equality and Diversity Policy
- Health and Safety policy
- Educational Visits policy
- Risk assessment policy
- Medication Policy and Management Procedure

Improve the physical environment to enhance accessibility

Existing good practice:

- There is a disabled parking space next to the main entrance which is available for use by staff and visitors. This space is kept clear.
- All classrooms now have their own external doors (ramps are available to access the main entrance, the EYFS classroom, the main KS1 corridor (leading from the playground to KS1 classrooms), and to Y5 and Y6).
- Accessible bathroom facilities are available opposite the main reception and in the reception area. The Nest has an additional bathroom solely for the use of children working in the Nest.
- Changing facilities are available in the Disabled toilet.
- Every child who needs one has a Personal Evacuation Plan and staff are aware of their responsibilities with respect to each child with physical disabilities.
- Appropriate and varied Lunch clubs support all children to enjoy social time with peers irrespective of physical/medical/social and emotional need.
- Support for visual impairment: yellow borders on steps.
- Clear corridors to enhance access
- Accessible shelving in most classrooms (and where needed) to enhance independence for children with physical disabilities.

Actions and next steps	Responsibilities	Timescale	What will success look like?
<ul style="list-style-type: none"> • Installation of a height-adjusting changing table in the Disabled toilet. 	EHT, HoS, SENDCO, BM , SSO	End of Spring term 2023.	Children who need changing will be able to be changed on an appropriate and comfortable table rather than a mat on the floor, supporting them to enhance independence (encouraging transition from chair to changing facilities), and supporting staff to provide appropriate care safely and with dignity.
<ul style="list-style-type: none"> • Monitor parking and access to disabled parking space. 	BM, OA, HoS (reminder to staff)	End of Spring term, 2023	Access to the disabled parking space is available at all times for the use of visitors and staff.
<ul style="list-style-type: none"> • Collect and analyse parent and student feedback on the physical environment to identify any further needs to be addressed to enhance physical access. 	HoS	End of Spring term, 2023	SLT and AGC will be able to identify priorities for next stage of estates development to enhance physical accessibility.
<ul style="list-style-type: none"> • Monitor and review PEEPs for all children with physical/specific needs requiring additional support during emergency evacuation. 	At least two fire practices to be held at different times of the day to review PEEPs. (HoS, SSO, SENDCO)	Start of Summer term, 2023	Staff are confident that PEEPs are accurate and that they are confident that they can fulfil their responsibilities at any time of the day.

<ul style="list-style-type: none"> Review outdoor spaces and identify two projects to prioritise for remainder of academic year 2022-23: <ul style="list-style-type: none"> - Reflection area (outside KS2 corridor) - Outdoor garden space (create sensory garden and accessible gardening spaces). 	<p>EHT, HoS, SSO, SENDCO, AGC</p> <p>(Involvement of ambassadors; development of parent support group).</p>	<p>Start of Summer term, 2023</p>	<p>A clear plan for developing the outdoor environment and enhancing provision for inclusive outdoor social opportunities. Action to implement part of this plan will be underway before the end of the summer term 2023.</p>
<ul style="list-style-type: none"> Review support for visually impaired students (e.g. maintaining guides, touch supports as guides and access to appropriate equipment). 	<p>EHT, HoS, SSO, SENDCO, AGC</p>	<p>Start of Summer term, 2023</p>	<p>A clear plan has been established and approved for enhancing provision to promote greater confidence and independence of visually impaired students.</p>
<ul style="list-style-type: none"> Introduce Communication in Print across school to develop consistent visual signage and communication support. 	<p>SENDCO, HoS</p>	<p>End of Summer term, 2023</p>	<p>All children will be supported to develop recognition, language, understanding and independence using consistent visual prompts.</p>
<ul style="list-style-type: none"> Completion of ramp installation programme to provide wheelchair access to all classrooms via an appropriate external door. 	<p>SENDCO, BM, SSO</p>	<p>End of Summer term, 2024.</p>	<p>All children/staff will be able to access any classroom directly from outside using the same entrances.</p>

Improve accessibility of the curriculum

Existing good practice:

- Regular review of attainment and progress for SEND children at Pupil Progress Review meetings to evaluate inclusion and impact of curriculum provision
- Parent meetings with SENDCO support regular review of needs and identification of gaps in support that can be improved; next steps and actions are identified.
- 4-stage cycle of SEND assessment, planning, implementation, and review supports effecting targetting of needs to accelerate progress.
- The SENDCO reviews needs and works with a wide range of external agencies to identify and prioritise needs effectively and to ensure resources are managed efficiently.
- Staff understand and implement guidance from external agencies to ensure support for all SEND pupils is appropriate and follows best practice.
- Staff complete provision mapping in consultation with SENDCO and inclusion team to ensure planned support is appropriately resourced and they understand what is required for each child to achieve their full potential.
- Regular monitoring (including classroom observations and pop-ins with SEND governor) and evaluation of SEND provision by SENDCO, SLT and AGC supports staff to deliver Quality First teaching.
- Staff training includes regular input on SEND strategies and opportunities to review and modify intervention planning to ensure provision is appropriate to accelerate progress for all children with SEND.
- All staff have received Team Teach training to support positive behaviour support strategies.
- Mental Health ambassadors are working with the Safeguarding and Attendance Lead to raise the profile of mental health and develop strategies and opportunities to promote positive mental health strategies.
- Risk assessments are conducted where needed, evaluated and reviewed to ensure SEND needs are met (e.g. to support classroom need, for additional activities and trips, etc.).
- Planning for events and experiences takes account of inclusion (e.g. when planning performances, activities etc.)

Actions and next steps	Responsibilities	Timescale	What will success look like?
<ul style="list-style-type: none"> • Develop Insight as a tool for assessment to include review of wider curriculum attainment to support improved evaluation of wider curriculum by specific cohort groups (including SEND and specific needs). 	<p style="text-align: center;">HoS</p> <p style="text-align: center;">Evaluation: EHT, HoS, SLT, SENDCO.</p> <p style="text-align: center;">Staff at pupil progress review meetings.</p>	<p style="text-align: center;">End of Spring term 2023.</p> <p style="text-align: center;">Summer term, 2023</p>	<p>Staff will be confident that they can identify where improvements in support for individual children can be made to enhance success in all areas of the wider curriculum.</p>
<ul style="list-style-type: none"> • Extend provision of lunchtime clubs and extra-curricular activities to enhance support for SEND pupils. 	<p style="text-align: center;">EHT, HoS, SENDCO</p>	<p style="text-align: center;">By Summer term 2023</p>	<p>All children with SEND will be able to access extra-curricular activities and lunchtime clubs which offer a range of opportunities and choice.</p>

<ul style="list-style-type: none"> Review impact of SEND parent reviews to support effective determination of next steps for children with SEND. Complete parent surveys to monitor and evaluate parent view of SEND support. 	SENDCO, HoS	Spring parents' evenings and review by start of Summer term, 2023	Parents will be confident of the process by which children with SEND will be supported, their progress reviewed, and next steps determined.
<ul style="list-style-type: none"> Systems for SEND support will be clearly defined in staff handbooks and handover to a permanent SENDCO will be managed efficiently 	EHT, HoS, new SENDCO and Inclusion team	Start of Summer term 2023	New SENDCO will be confident of systems in place and will be able to identify next steps to promote progress efficiently and effectively.
<ul style="list-style-type: none"> Recruitment of SEMH lead and SENDCO will support review of SEND provision in the NEST, development of SEMH support and promote flexible opportunities for high-quality learning for all children according to need. 	EHT, HoS, SENDCO, SEMH Lead, Nurture Lead	Start of Summer term 2023	The Inclusion team will have greater capacity and be equipped to support a wider range of needs more quickly. Children will be supported to access a more flexible mix of mainstream and Nest provision appropriate to need.
<ul style="list-style-type: none"> Improve information available to parents to support SEND and inclusion via website, parent workshops and opportunities to meet with SENDCO, Inclusion team, and teaching staff. 	EHT, HoS, SENDCO, Inclusion team	End of Summer term 2023	Parents and staff will be confident that needs are being communicated effectively and actions can be identified quickly. Parents are confident that SEND support is timely and effective and that they and their children have a voice in the SEND support process.
<ul style="list-style-type: none"> Review and extend opportunities for visits and experiences to ensure all children have access to high quality and inspiring opportunities to broaden their horizons and raise aspirations. Review and enhance the 'Stretton passport' offering Promote and extend the role of ambassadors to support engagement with extra-curricular opportunities. 	EHT, HoS, SENDCO, Inclusion team, teaching staff	End of Summer term, 2023	Staff are confident that there is a rich variety of opportunities and experiences for all children. Children can talk positively about experiences they have accessed and aspirations for the future. Ambassadors can discuss the impact of leadership roles on personal development. SEND pupils will have had equal access to leadership roles.

Appendix A Identifying Barriers to Access – Evaluation of the Physical Environment

Question	Yes	No	Action/Comment
Does the size and layout of all areas – including classrooms, social facilities, hall, library, indoor and outdoor sporting facilities, play and outdoor spaces allow access for all pupils or members of staff?			
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?			
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?			
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEND, e.g. including alarms with both visual and auditory components?			
Are non-visual guides used, to assist people to use buildings (e.g. tactile signage)?			
Is any of the decor or signage confusing or disorientating for disabled pupils with visual impairment (including colour vision deficiencies), autism or epilepsy?			
Are areas to which pupils should have access well lit?			
Are steps made to reduce background noise for hearing impaired pupils such as considering a room’s acoustics, noisy equipment?			
Is furniture and equipment selected, adjusted and located appropriately?			
Is the equipment in the disabled toilet properly installed and accessible?			
Do staff have access to appropriate training?			
Do policies reflect the school’s aims?			

Appendix B Identifying Barriers to Access – Evaluation of the Curriculum

Question	Yes	No	Action/Comment
Are teachers and support staff receiving training to teach and support disabled pupils?			
Are classrooms optimally organised for pupils with SEND?			
Do lessons provide opportunities for all pupils to achieve?			
Are lessons responsive to student diversity?			
Do lessons provide a variety of opportunities for work to be completed by individuals, pairs, groups, and the whole class?			
Are all students encouraged to take part in music, drama and physical activities?			
Do staff recognise and allow for the additional mental effort expended by pupils with SEND, for example, when visually impaired students access written resources or due to sensory overload for students with ASD?			
Do staff allow for the additional time required by some disabled pupils to use equipment in practical work?			
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?			
Is there access to appropriate computer technology for pupils with disabilities?			
Are school visits made accessible to all pupils irrespective of attainment or impairment?			
Are there high expectations of all pupils?			
Do staff seek to remove all barriers to learning and participation?			