Stony Dean School

Working to Inspire

Stony Dean School

Accessibility Plan 2022-2024

Date created: September 2022
Date for review: September 2024

Introduction

The school recognises its duty under the DDA (as amended by the SENDA):

- ✓ not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- ✓ not to treat disabled pupils less favourably
- ✓ to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- ✓ to publish an Accessibility Plan

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum. The school site has some difficulties accessing parts of the school site but these have been overcome in recent year.   The school building is old in parts, but we have all the amenities to make it accessible to all:

- ✓ This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in these areas of planning:
- ✓ Increase the extent to which disabled pupils can participate in the school curriculum
- ✓ Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- ✓ Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

The school's accessibility plan is to be resourced, implemented, reviewed and revised as necessary and reported on annually. Relevant sections of the School improvement Plan shows how the school will address the priorities identified in the plan.

1) **Schools Vision**

The school's curriculum has been designed to comply with national expectations and best practice from across the country. With these considerations, the school has three main priorities that underpin the drive and values of the school:

Stony Dean School

Working to Inspire

✓ *Achieving effective Communication and interaction, Achieving independence and Achieving Employability*

The school continues to raise standards but aim to provide a challenging enriching personalised curriculum to students we serve. Children have a rich and rounded opportunity to participate in lots of activities inside and outside the curriculum. The learning environment is safe and enjoyable for staff and pupils alike. The school has high standards for all groups of students and are committed to equal opportunities driven by our equalities statement. The school supports pupils and their parents, by setting learning targets, personalised support overcoming barriers academic or personal and seeks to make children welcome regardless of colour, creed and impairment.

2) School data

The school runs on an inclusive model and this is evidenced in different ways. The school has a full and comprehensive SEN report that details the presence of facilities and equipment available to pupils in the school. Upon considering the data that we have reviewed there are no areas of the curriculum to which current disabled pupils may have limited or no access. There are no parts of the school to which current disabled pupils may have limited or no access. Apart from Food Technology and some other first floor classrooms. Where appropriate the school will adjust the timetabling so there is fair access to all students. All children on the school disability register choose and participate in extra-curricular activities School practices and procedures are completed with an awareness of current disabled children in the school, particularly in learning and teaching, behaviour and anti-bullying policy, risk assessment procedure, time-tabling, the administration of medicines. Analysis of end of year and of Key Stage outcome data should include a focus on children with special needs all children in the school have either an EHCP or a Statement that is being converted to EHCP.

3) The Main Priorities of the plan

3.1 Increase the extent to which physically disabled pupils can participate in the curriculum where appropriate
3.2 Ensure that documents made upon request are accessible to parents and offer language differentiated opportunities
3.3 Any redecorating work within the school is sympathetic to the visually impaired
3.4 To ensure the school develops children's awareness of disabilities
3.5 Any future plans for further development of the building take DDA issues in to account
3.6 Ensure the curriculum can be accessed by all children
3.7 Ensure that the buildings are accessible for all users

4) Implementation

This work will be implemented by development of the school development plan and its long term ambitions in the five year plan. In line with other school development features, such as professional development health

and safety process, improvements with teaching and learning and the curriculum policy. The governing body will hold the Senior Leadership team to account for delivery of this to ensure accessibility for all is achieved.

5) Financial Planning and Control

The Head teacher with Senior Management Team, together with the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

6) Monitoring

We recognize that monitoring is essential to ensure that students with disabilities are not being disadvantaged, and that monitoring leads to action planning. Governors will be required to comment on what the school has done to improve the accessibility objectives

- ✓ changes in physical accessibility of school buildings;

- ✓ Student and parents questionnaires, , indicate increased confidence in the school's ability to promote access to educational opportunities for students with disabilities;

- ✓ improved levels of confidence in staff in reducing the obstacles to success for students with additional needs

- ✓ increased levels of achievement for students with disabilities;

7) Related Policies
- ✓ Curriculum Policies

- ✓ Single Equality Scheme/Objectives

- ✓ Health & Safety Policy

- ✓ Whole School Behaviour policy

- ✓ School Development Plan

- ✓ Complaints Procedures

Stony Dean School

Working to Inspire