



# Inspire Education Trust

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**Stockingford**  
Academy

## Accessibility and Disability Plan – Stockingford

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**Policy Date:** Nov 21

**Review Date:** Nov 24

## Document History

| Version | Status |  | Date   | Author    | Summary Changes                  |
|---------|--------|--|--------|-----------|----------------------------------|
| V1      |        |  | Nov 21 | R Darling | frequency of changes/<br>reviews |
|         |        |  |        |           |                                  |
|         |        |  |        |           |                                  |

## 1. Aims

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

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan, including but not limited to those provided by Coventry Local Authority. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. *We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.*

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. It will be approved by the Governors and the Headteacher.

| <b>Area</b>                          | <b>Target</b>  | <b>Actions</b>   | <b>Lead Person</b>                 | <b>Time Scale</b>                                |
|--------------------------------------|--|--|------------------------------------|--|
| <b>Participation</b>                 | To ensure all pupils/parents with disabilities are involved in relevant decision making  | Establish consultative group with representatives from disabled people. Survey the views of disabled learners in the school. Collect views of the children and their parents with SEND (Special Educational Needs and Disabilities) to make sure provision is matched to their needs and to ways to continue to improve. | Inclusion Manager                  | Annual meetings, or as required.                 |
| <b>Management and Administration</b> | To ensure that accurate pupil records are kept for pupils with a disability/ SEND & are accessible within school & to parent /carers on request. | Pupil files on Sims.net and CPOMs are updated and completed termly in detail in the SEN package.   | Inclusion Manager<br>Admin Team    | September/<br>Ongoing                            |
|                                      | All curriculum school policies are to include statements on disability and inclusion   | As each aspect or subject policy is reviewed, a statement on equality of access should be added if it is not already present.  | Subject Leaders<br>Leadership Team | Ongoing review with timescale in policy schedule |
|                                      | Provision Management further developed across the school.  | To meet the needs of identified pupils and support staff are used effectively.   | Headteacher<br>Inclusion Manager   | Termly   |
| <b>Admissions and Exclusions</b>     | To improve the induction process for pupils with SEND.   | Inclusion Manager to visit feeder nurseries or take part in home visits for new children entering the school into Reception or Nursery.  | Inclusion Manager                  | May/ June<br>Ongoing                             |
|                                      | Continue to develop and improve induction process for pupils with SEND   | Arrange pre-induction visits for parents to meet with the Inclusion Manager, Learning Mentor and the class teacher to clarify needs and identify necessary provisions – write care plans where necessary.  | Inclusion Manager                  | May/ June/ July<br>Ongoing                       |

| Area                          | Target  | Actions   | Lead Person   | Time Scale                     |
|-------------------------------|---|---|---|--------------------------------|
| <b>School Self-Evaluation</b> | To maintain a clear picture of the attainment of inclusion groups in relation to other children in the school and take actions to address underachievement. | Embed use of tracking grids to monitor attainment data of groups vulnerable to underachievement and measure the gap between these pupils and the cohort. Where issues arise, additional actions will be planned for to redress the issue – these will be detailed in yearly action plans for 'Inclusion'.   | Headteacher<br>Inclusion Manager  | Dec/ March/<br>June<br>Ongoing |
|                               | To consolidate the local offer and to embed within school.  | Use the Special Educational Needs and Local Offer to ensure our provision is fully compliant.   | Inclusion Manager   | Autumn<br>Ongoing              |
| <b>Provision</b>              | To improve provision for pupils with a disability or SEN  | Observe lessons across the school with a focus on inclusion – provide advice / training to staff as identified by outcomes of observations and discussion.  | Inclusion Manager   | October<br>baseline            |
|                               |   | Audit resources (textbooks, reading material, posters etc.) available in the school to ensure that they reflect children represented in the school and in society as a whole.   | Inclusion Manager,<br>subject leaders   | Autumn                         |
|                               |   | Continue to develop the 'Provision Map' to ensure that resources are updated and best matched to children with the greatest need, fairly across the school  | Inclusion Manager   | Dec/ March/<br>June            |
|                               | Ensure staff have the knowledge, understanding and confidence to support disabled pupils or those with SEN in accessing all aspects of school life          | Provide all staff with training/briefings on the conditions found in our school (autism, dyslexia, sensory impairments, ADHD, dyspraxia, craniosyntosis, hydrocephalus, haemophilia, diabetes) and others as they arrive, and how children can best be supported in accessing all areas of school life. Provide both generic and bespoke training for support staff in delivering effective interventions | Inclusion Manager to arrange (with outside agencies when necessary)<br><br>HoE / Inclusion Managers | Termly training                |

| Area                   | Target   | Actions   | Lead Person   | Time Scale                                     |
|------------------------|--|---|---|--|
| <b>Information</b>     | Improve communications with parents.   | Identify families who would benefit from enlarged text, translation or send electronically etc.<br>Make the school newsletters/prospectus/profile available in large print format or send electronically. | Inclusion Manager and Admin staff                             | Autumn term review each year of who needs this |
|                        | Improve the quality and accessibility of signage around the school.                  | Ensure that signs displayed around the school are clear to read and where possible supported by pictures to support understanding for children & adults who struggle to read.                             | Inclusion Manager to monitor – all staff to address the issue | Ongoing over the 3-year period                 |
| <b>Physical Access</b> | Improve ease of access for all stakeholders  | A focus of half termly site inspections   | MAT Business Manager / SSO                                    | Ongoing over the 3-year period                 |
| <b>Review</b>          | To self-evaluate and review this accessibility plan and action any outstanding items | To self-evaluate success against this plan and all actions and incorporate any emerging actions.<br>Report to SLT & Governors.  | Inclusion Manager   | Once per term                                  |



**Stockingford**  
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Reviewed by:

Rob Darling

November 2021

Next Review Date:

November 2024

Approved by Directors:

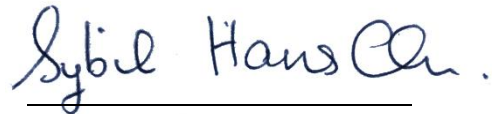
1 December 2021

Signed:



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Lois Whitehouse  
CEO



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Sybil Hanson  
Chair of Finance