



Accessibility Plan

Status	Current Policy
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Published	December 2022
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Review Cycle	Every three years
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Next Review	December 2025
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Lead Staff	Lucy Taylor
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Chair of Governing Board	Alex Krutnik
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Headteacher	Jane Hatwell
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Mission Statement

We accept all students **as they are** and believe that every one of them is **entitled** to the very **best education**, delivered in an **environment** that is **supportive, caring and safe**.

Our goal is to develop our students to become:

- **Successful** Learners.
- As **independent** as possible.
- **Confident** individuals and self-advocates.
- **Effective** communicators and **contributors**.
- **Responsible** citizens.

We will do this by working to **ensure we get every aspect of their provision just right**, helping them to achieve academically, personally, socially and morally.

Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has achieved the Bronze Award and is recognised as a Rights Committed School

This policy is written with reference to

Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children

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

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.

As a Residential Special Needs school for pupils with Autistic Spectrum Disorder and specific learning difficulties all of our pupils have SEN and / or a disability. Everything that we do is orientated towards making life better for our pupils, by helping them to overcome barriers to learning, to develop skills and strategies that will empower them to cope well with adult life and to develop and improve the confidence and self-esteem to tackle challenges and to lead productive and fulfilling lives.

Stone Bay School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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.

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 of the school.

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 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. Action Plan

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

Teaching and Learning: how do we maintain excellence and improve further?

Aims of the plan:

- To increase the extent to which pupils with SEN and disabilities can participate in the school’s curriculum
- Improve the provision of information for disabled pupils
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services used by the school and to improve access for disabled parents, staff and visitors

Increase access to the curriculum for pupils					
Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils,					
Priority	Lead	Strategy / Action	Resources	Timescale	Success criteria
Effective communication and engagement with parents	Headteacher Deputy Headteacher Assistant Headteacher	Weekly newsletter Parent evenings Effective communication via Class Dojo Annual Reviews	Allocated time	In place and ongoing	Parents / carers fully informed about progress & engage with their child’s learning.
To ensure all staff receive relevant and timely training on a range of effective strategies to support pupils	Headteacher Deputy Headteacher	Review staff training needs Provide appropriate training	Training time Regular visits from external professionals	In place and ongoing	All staff awareness of our pupil needs. Pupils have increased access to the curriculum
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Headteacher Deputy Headteacher Assistant Headteacher	Strategic deployment of support staff Interactive whiteboards are accessible for all pupils Use of ICT / specialist equipment	School funds Other resources as required	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed

Develop and install a horticulture and animal care provision	Headteacher Deputy Headteacher	Plans to be drawn up	School funds Voluntary Fund Maintenance costs	2024	A fully accessible, safe area for our pupils to discover, learn and enjoy
Improving Physical Environment					
Our key objective is to improve and maintain the physical environment of the school adding specialist facilities as necessary based on unknown needs for future referrals					
Priority	Lead	Strategy / Action	Resources	Timescale	Success criteria
Access into and around school to be fully compliant	School Business Manager Headteacher	Redesign new parking area to improve drop off / pick up Designated disabled parking Wide pathways around school to allow easier access	Funding from LA School funds Maintenance costs	September 2024	School grounds will be fully accessible to pupils / parents / staff & visitors
Welfare facilities are fully compliant with increased pupil numbers	School Business Manager Headteacher	Review pupil toilets Identify areas to develop welfare facilities. Disabled facilities	Funding from LA School funds Maintenance costs	September 2024	Welfare facilities will be appropriate for pupil numbers
The school is fully secure and safe	School Business Manager Headteacher	Weekly health & safety audit of the school and its surroundings. Online reporting of health & safety concerns	Funding from LA School Funds	Ongoing	School site will be secure and safe for pupils, staff, parents and visitors
All fire escapes are suitable for all	School Business Manager Headteacher	Weekly health and safety audit of the school and its surroundings with HT, SBM and Premises Manager.	School funds	Ongoing	Fire escapes accessible to all

		<p>Evac chair training provided to staff</p> <p>Ensure staff are aware of need to keep fire exits clear</p> <p>Clear signs and instructions including communicate in print signs</p>			
<p>To ensure the school is aware of the access needs of disabled pupils, staff, governors, parents / carers and visitors (“access” meaning access to and access from)</p>	<p>Headteacher Leadership Team</p>	<p>To create access plans for individuals as part of the EHCP where required.</p> <p>Be aware of staff, governors and parent’s access needs and meet as appropriate.</p> <p>Ensure PEEP (Personal Emergency Evacuation Plan) are reviewed regularly for pupils</p> <p>Communication in print around school to assist pupils understanding and visual recognition</p> <p>Premises / Health & safety online form for staff to report concerns</p>	<p>Time</p> <p>Other resources as required</p>	<p>As required</p>	<p>The school is fully accessible</p>

Improving the availability of accessible Information

Our key objective is to improve the delivery of information to pupils, staff, parents and visitors

Priority	Lead	Strategy / Action	Resources	Timescale	Success criteria
<p>To enable improved access to written information for pupils, parents and visitors.</p>	<p>Family Liaison Officer Admin team Headteacher</p>	<p>Support parents to access information by completing forms for them.</p> <p>Offer support for parents who are illiterate in completing forms and using the internet.</p>	<p>School funds for resources</p>	<p>In place and ongoing</p>	<p>Enhanced accessibility to all relevant documentation.</p>

		Alternative formats will be available i.e. large font, coloured or off-white paper			
Availability of written material in alternative formats.	Family Liaison Officer Admin team Headteacher	Weekly newsletter emailed to parent/carers. Improve availability of information for parents – display appropriate leaflets for parents to collect. Key content published on school website. Provided translated documents where appropriate.	Cost of translator/translation (if required)	In place and ongoing	All parent/carers will be up to date and well informed of school information
To ensure the website is accessible to all	Assistant Headteacher Headteacher	Review of website Feedback from parent / carers	Time	Ongoing	Website is accessible to all

4. Monitoring arrangements

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

It will be approved by the Governing Body.

5. Links with other policies

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

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy