

Accessibility Plan 2025 - 2027

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This policy will be reviewed: October 2027

Signed by Head Teacher:

Signed by Chair of Governors:

Date:

Definition of Disability

A person has a disability 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 carry out normal day-to-day activities. (Equality Act 2010)

Purpose of this Plan

The purpose of this plan is to show how Studley Green Primary School intends over time to increase the accessibility of our school for disabled pupils, staff and visitors.

The school is committed to providing a fully accessible environment which values and includes all pupils, parents, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and to accessibility and to developing a culture of awareness, tolerance and inclusion.

This plan sets out the proposals of the Governing Body of the school to increase the access to education for disabled people in the school as required by the Disability Discrimination Act (DDA 1995, with amendments in 2005) by:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum in a positive way.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This includes improvements to the physical environment of the school and physical aids to access education
- To improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples may include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Studley Green Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors, and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils and their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage but allows them to learn, achieve and participate fully in school life. As part of the school's continued communication with parents carers and other stakeholders, we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The main part of the school is a one-storey building apart from two classes (at present, year 5 and 6 mainstream classes), which are upstairs. Wheelchair access is available into the main buildings.

There is a disabled toilet, which can be a wet room if required.

There is a disabled parking space in the school car park.

All areas of the school grounds are accessible to wheelchair users, although the 'secret garden' has restricted access. All children require to be accompanied by an adult when in the 'secret garden'.

At present we have one child who uses his wheelchair at times (generally when going on a visit in the community). There are also some parents with mobility impairments.

Current Range of Disabilities at Studley Green Primary School

The school has children with a range of disabilities; this includes moderate and specific learning difficulties, hearing difficulties, mobility difficulties and epilepsy. When children enter school with specific disabilities the school will contact the LA professionals for any assessments, support and guidance for the school and parents that is felt appropriate.

We have a number of children with medical needs e.g. allergies and these are made known to all staff and displayed on the staffroom wall. For children with inhalers, these are kept in the classrooms and any record of use is noted.

We have competent First Aiders who hold current First Aid Certificates.

All medication is kept in a central safe and secure place, which is easily accessible by First Aiders and staff members. Administration of medicines consent forms are filled in by parents outlining the illness and the amount and time of medication. All medication that is given is recorded.

General Information

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

- Accessibility Action Plan
- Staff Handbook
- SEND Policy
- Behaviour Management
- Health and Safety
- Equal Opportunities and Diversity
- School Improvement Action Plan
- EYFS Framework and National Curriculum
- Supporting Children with Medical Needs Policy

Studley Green Primary School Accessibility Plan

Equality and Inclusion

| Targets | Strategies | Outcome | Timeframe and Who Responsible | Success Criteria |
|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings | Clerk of the Governors to add to list for FGB Meeting in September each year. | Adherence to legislation | Annually Clerk to Governors/FGB | Reviewed annually |
| To ensure that all policies consider the implications of disability, where appropriate. | To make disability a consideration during review of policies | Policies to reflect current legislation | On-going Head Teacher/FGB | That where necessary policies consider disability - that this is checked. |
| To improve and, where necessary, develop the staff awareness of disability issues. | To review and update staff training needs. To provide training for members of the school community as appropriate. To encourage reading SEND, medical and allergies lists in staff room. | Whole school community is aware of disability issues | On-going Head Teacher/SENDCo | First Aiders up to date with qualifications. All staff to be made aware. Lists in staffroom to be updated when needed. |

Access to the Curriculum

| Targets | Strategies | Outcomes | Timeframe and Who Responsible | Success Criteria |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------|
| Ensure support staff have specific training on specific disability issues | Identify training needs. | Support staff are able to enable all children to access the curriculum | On-going Headteacher/SENDCo /Resource Base teachers | Raised confidence of support staff. |
| To continue to support staff to enable them to meet the needs of children with a range of SEND | SENDCo to review the needs of children with parent and class teacher input. | Support staff are able to enable all children to access the curriculum | On-going SENDCo/Resource Base teachers | Early identification. Raised confidence of support staff. |

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|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|---------------------------------------------------------------------------------------|
| | Identify and organise appropriate training. | | | |
| All school visits and trips are accessible to all pupils. | Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible | All children are able to access all school trips. Adaptations and ratio of staff to children will be flexible for needs of pupils. Providers of out-of-school education will comply to ensure that needs of all children are met | On-going Teaching staff Out-of-school providers | All pupils are able to access all school trips and take part in a range of activities |
| To ensure that all children within the club age range are able to access after school clubs etc | Provide necessary equipment/staff. Liaise with parent/carers | All children that want to are able to join in after school activities | On-going Staff who run after school clubs | That no-one is discriminated against due to their SEND. |
| Continue to develop links with schools with specialist provision | Continue to establish links with Silverwood, and Springfield. Make links with schools with resource-based classes | Use and share expertise and facilities. | Ongoing Headteacher SENDCo | Increased understanding of the opportunities available to the children |
| To ensure that specialist aids and equipment are available to assist pupils in accessing the curriculum in a positive way. | To be advised by other professionals which aids and equipment are most appropriate. To share and borrow if appropriate from other schools e.g. special school | That everyone at Studley has the opportunity to be fully inclusive within the school. | On-going SENDCo/SLT/FG B | All children are able to access the curriculum at all times. |

Physical Environment

| Targets | Strategies | Outcomes | Timeframe and Who Responsible | Success Criteria |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| To be aware of the access needs of disabled children, staff, governors and parents/carers | Reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school. To ensure staff and governors can access areas of school. To create access plans for individual disabled children | That everyone on Studley Green site will have full access to the places they need to go to. | On-going SLT/all staff/ governors | Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school All staff & governors are confident that their needs are met. |
| Ensure all disabled people can be safely evacuated | Ensure staff are aware of need to keep fire exits clear. Keep Fire Exits clear. Personal Evacuation Plans for this who require it. | Safety is of paramount importance | Daily All staff/Head Teacher | All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily. |
| To ensure that all areas of the school buildings and grounds are accessible for everyone and continue to improve access to the school's physical environment. | Audit of accessibility of school buildings and grounds by Site Manager and Assets and H&S Governor. Suggest actions and implement as budget allows. | Modifications will be made to the school buildings to improve access. | On-going Site Manager Assets and H&S Governor | At any time all areas of the school have easy access for all. |

Written/Other Information

| Targets | Strategies | Outcomes | Timeframe and Who is Responsible | Success Criteria |
|---------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Inclusive discussion of access to information in all parent/teacher annual meetings | Ask parents about preferred formats for accessing information. Translation Tool could be used to allow multi-lingual access/translators when available via EMTAS | | | The staff is more aware of preferred methods of communication, and parents' feel included. School website to be accessible to all |
| Signage around school | Makaton signs and symbols are around school | To enhance the school ethos of being fully inclusive. Makaton is a communication aid and used around the school. | On-going TAs who run Makaton Club | ALL People feel they are welcome in school |
| To ensure that all parents and other members of the school community can access information | Written information will be provided in alternative formats if necessary e.g. verbally given | | On-going Head Teacher/staff/SLT/ Governors | That all people who have dealings with Studley Green School can access information easily and effectively |