

Stanborough



# Accessibility Policy and Plan

**Reviewed by:** Standards & Achievements Committee

**Date of Issue:** September 2023

**Date of next Review:** September 2024

**Responsible member  
Of SLT** Ellen Daplyn

---

**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

This policy is set within the school's four principles of:

**High Expectations    Quality Learning    Mutual Respect    Success for All**

This policy accords with national legislation.

## **Principles**

Stanborough School acknowledges the requirement to carry out accessibility planning for disabled students. These are the same duties as exist under the Equality Act 2010. Stanborough School is committed to:

- promote equality of opportunity for disabled students, staff, parents, carers and other stakeholders that use the school
- not treat disabled students less favourably for reasons related to their disability
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage.

It is our intention to remove, as far as possible, those barriers which make it hard for a person who has difficulties with: mobility, physical co-ordination, manual dexterity, continence, ability to lift, carry or move everyday objects, speech, hearing, sight, memory or ability to learn, concentrate or understand or are unable to perceive risk or physical danger.

The Governing Body of Stanborough School will strive to increase access to education for disabled students by increasing the extent to which disabled students can participate in the school curriculum by adapting the school environment, where possible, to increase the extent to which disabled pupils can take advantage of education and associated services.

## **Responsibilities:**

### **Responsibilities of the Governing Body**

The Governing Body are responsible for ensuring systems are in place to support disabled students, staff and visitors to the school so that they are not disadvantaged.

### **Responsibilities of the Headteacher**

The Headteacher has overall responsibility for overseeing all risk assessments and ensuring arrangements are in place to pro-actively support students and staff with disabilities.

### **Responsibilities for other staff holding posts of special responsibility:**

#### **The Senior Leadership Team (SLT), Year Leaders and SENDco will:**

- Assess the individual needs of each student and for SLT only, staff members, to understand their needs and how the school can meet their needs in a way that does not leave them disadvantaged and enables them to access a full curriculum.
- Ensure a risk assessment is completed where appropriate, for example for staff or students using a wheelchair / mobility aid. Risk assessments will assess practical needs and how any measures will be both managed and communicated
- Ensure staff and students' voices are heard and their needs are taken into account when planning rooming, timetables and access to toilet facilities.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 3
Responsible SLT member:	Ellen Daplyn	September 23	Sept 2024	
Policy reference	SS-POL-SAA-004			Page 2 of 6

**Site Manager will:**

- Ensure the site is safe and that access to all buildings and all areas is clear at all times
- Check the lifts are in good working order and regularly serviced
- Check evac chairs are regularly serviced
- Ensure that the site is accessible to all able bodied and disabled students for example highlighting trip hazards and making good where possible.
- Ensure that the site team deal with any reported concerns in a timely manner.

**Practice:**

- As a school we aim to ensure that diversity, tolerance and understanding of difference is taught through Life Skills, CSE, special weeks, celebration days and assemblies.
- The SENDCo will ensure that access to learning is in place for students with disabilities in lessons so that they are not unfairly disadvantaged, for example by ensuring staff wear suitable equipment for students with hearing impairments
- The SENDCo will ensure that access arrangements are in place for exams, where necessary, for students with a disability
- As a school we will support any parent or carer with a disability to enable them to access school events such as Parent Teacher Interviews or presentation evenings and that their disability does not impair their experience of these events.
- Students with any partial physical disability or medical condition which impacts on their movement around site will have their own risk assessment and health care plan in place to ensure all parties are aware of their specific requirements.
- All staff will be made aware of access issues to learning, after school activities, sporting fixtures and clubs and off site curriculum trips, and will take measures to ensure the inclusion of all so that no one with any disability is disadvantaged.
- Timetabling will, where possible, take account of individual needs so that form rooms and classrooms are easily accessible to students who are differently abled, such as those with cerebral palsy or hemiplegia.

Steps will be taken to ensure that students with sensory impairments are not disadvantaged and have their needs met through careful collaborative planning with professionals and parents and the student themselves.

**REFERENCED POLICIES****DOCUMENT CONTROL**

Document Control		
Edition	Issued	Changes from previous
1	Sept 21	New Policy
2	Sept 22	Minor wording changes
3	Sept 23	Update of Lead Persons on Access Plan

**End of Policy**

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 3
Responsible SLT member:	Ellen Daplyn	September 23	Sept 2024	
Policy reference	SS-POL-SAA-004			Page 3 of 6

Access to the Curriculum					
Objectives	Lead person	Strategy/Action	Resources	Deadline	Success Criteria
To ensure that students understand and are considerate of disabled groups.	ED	Form time/assemblies and PSCE curriculum.	None	On going	Students awareness evidence across school.
Improve the application of adaptation in all classes.	ED	Implement of adaptation strategies consistently across all lessons	None	On going	Strategies consistently used across the curriculum.
Improve the application of adaptation in all classes, understanding and response to specific needs of students.	ED	Provide training for staff regarding needs of individuals and groups of students.	None	On going	All students needs identified and strategies consistently used across the curriculum.
Ensure examination access arrangements allow fair access to all students.	ED /LH/DK	Considered planning of access arrangements for all examinations. Training of invigilators.	Continue to update current resources so students are best able to access exams.	On going	Fair and equitable access in line with exam board guidelines.
Develop 'Intersectionality' to ensure intervention programmes are appropriately targeted.	ED	Considered planning of intervention programme to support targeted groups based on robust data gathering.	Meeting time once every half term	On going	Intervention appropriately targets need and progress is measureable.
Provide considered timetabling accounts for need and ensures fair and equitable access and opportunity.	ED/ AZG and year leaders	Liaison between SEND and pastoral teams with timetable to ensure access to all subjects.	None	On going	Fair and equitable access to all subjects and specific resources.
Provide considered support for trips and visits ensures fair and equitable access and opportunity.	ED / trip leader	Liaison between SEND and pastoral teams with trip leader.	None	On going	Fair and equitable access to all trips and visits.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 3
Responsible SLT member:	Ellen Daplyn	September 23	Sept 2024	
Policy reference	SS-POL-SAA-004			Page 4 of 6

Through collaboration with relevant professionals, ensure all relevant staff are appropriately trained to deliver appropriate adaptations to support pupils with sensory or physical impairments and additional needs.	/ED Year leade rs and SLT	Liaison with parents and specialists to implement personal plans.	None	On going	Pupils with additional needs making 'good' progress.
--	--	---	------	----------	--

Access to the Environment					
Ensure signage considers the needs of differently abled people. Including maps and direction signage.		Continued use of accessibility plan in conjunction with signage planning.	None	Ongoing	Improving access to all parts of the school to students with disabilities.
Regularly audit school site and ensure maintenance. (H & S)	CPH	Audit for trip hazards, adequate lighting.	None	Ongoing	Site clear and well maintained.
Ensure corridors are freely accessible and safe.	CPH	Duty team leaders to ensure bags and coats are appropriately stored at break and lunchtimes.	None	Ongoing	Corridors clear and well maintained.
Any new build work considers the needs of differently able people.	MJ/KA Govenors	Continued use of accessibility plan in conjunction with build planning.	None	Ongoing	Improving access to all school parts.
Ensure lighting is adequate across the site.	KA/CP H	Continued improvements in lighting across the site. Internal and external.	Replacement strip lighting	Ongoing	Improving access to all school parts.
Ensure there are staff located near to stair wells who have up to date Evac chair training.	SH	Ensure that multiple members of staff based in each building have up to date Evac chair training and are confident to evacuate a disabled or injured child should this be required.	Evac chairs	Annually	Staff are identified and have received up to date training.

Access to Information					
Support students with additional needs to have access to information and resources for learning out of school time.	ED DYL  AZG / AL	Provision of after-hours homework club run by TAs / HLTAs after school. Provision of laptops where necessary. Provision of equipment/ uniform for those with significant needs and on	Laptops for SEND students Pencil cases for PPM and NEST	Ongoing	Students with additional needs are not disadvantaged and disproportionately represented in detention for non equipment/ homework and are proportionally

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 3
Responsible SLT member:	Ellen Daplyn	September 23	Sept 2024	
Policy reference	SS-POL-SAA-004			Page 5 of 6

		PPM.			represented at all after school home work clubs.
Students who require access to the internet in lessons to translate their lessons into their home language have access to adequate Wi-Fi.	AL/ AZG/ MJ	WIFI is adequate across all parts of the site so a student can access the internet in all classrooms.	WIFI checked regularly	Ongoing	All students with additional needs have access to the online resources they need to access the curriculum.
Ensure parents and carers have full access to information regarding strategies and developments affecting their children with SEND.	ED	Develop the use of student profiles and pupil passports, ensuring parents and students have opportunities to contribute and evaluate. Development of Information evening for parents of SEND.	None	Ongoing	Student profiles in use.  Parents of students with SEND understand all processes and are involved in plans for their child.
Ensure all information to parents is available via a range of media and formats including the parent portal.	TB/MJ	Ensure letters and information to parents is available via written, online, parent-mail. Ensure that all outgoing information uses terminology and phraseology that is accessible to all.	None	Ongoing	Feedback via questionnaires sees improving satisfaction with school communication.
Ensure parents with additional needs at school events such as parent evenings are supported.	ED	Ensure support is available as need arises, e.g. Interpreter/sign language. Target disadvantaged for participation. Wheelchair access is considered. Parents with special needs have a key contact who understand their needs and can support with information sharing.	None	Ongoing	Parents with learning and physical disabilities are proportionally represented at parent events.

Reviewed by:	S&A Committee	Issue date:	Review date	Edition No: 3
Responsible SLT member:	Ellen Daplyn	September 23	Sept 2024	
Policy reference	SS-POL-SAA-004			Page 6 of 6