



Accessibility Plan 2024-2027

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Accessibility Plan

Stepping Stones Short Stay School promotes high expectations of achievement for all. Children are provided with high quality, personalised learning opportunities so that each child attains well and achieves their potential. We promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued. We work hard to ensure individual talents, skills and unique characteristics are identified and celebrated, irrespective of ethnicity, faith, attainment, age, disability, gender or background. High importance is placed on learning in all its forms and all staff are committed to nurturing lifelong learners. Stepping Stones is a safe school, committed to improving children's confidence and self-esteem through our belief that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Accessibility Plan is structured to complement and support the school's Equality Policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Stepping Stones 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 school recognises and values parents' knowledge of a child's disability and its effect on their ability to carry out everyday activities. The parents' and child's right to confidentiality is respected.

The Stepping Stones Accessibility Plan shows how access to the school is provided for disabled pupils, staff and visitors and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It is also acknowledged that a full assessment of the school's accessibility arrangements would be necessary as and when new pupils or families with particular disabilities or needs join the school.

The Accessibility Plan contains relevant and timely actions to: -

- Maintain and develop access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Stepping Stones Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Special Educational Needs Policy and Information Report
- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy

- Equality Policy

- School Improvement Plan

The accessibility plan for physical accessibility relates to an access audit undertaken during annual health and safety workplace inspections, which remain the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will carry forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Business Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Accessibility Plan

An Access Audit was carried out by the HT in September 2024. The following areas were identified as in need of developments.

Physical environment

Item/Area	Recommendations	Impact	Timescale	Cost
Corridors and classroom areas	Ensure all corridors and classrooms are clear of obstruction.	Ease of access for pupils, staff and visitors to the school.	Ongoing	None

Curriculum Access

Item/Area	Recommendations	Impact	Timescale	Cost
Adaptations to the curriculum.	SENDCO to monitor the quality of adaptive teaching and provision for SEND pupils.	Equal curriculum access for all pupils	Termly	None
Intervention	SENDCO to monitor intervention for all SEND pupils.	Ensure curriculum access for all pupils.	Termly	None
Classroom organisation	SENDCO to audit classroom space / provision of resources.	To promote the participation and independence of all pupils.	For new pupils or as recommendations are received.	Potential resource implications.

Staff training in supporting pupils with SEND – focused on key areas of need	SENDCO and Head to identify training needs.	Staff confident and competent to provide a curriculum to meet the needs of all learners.	Annually	CPD costs were relevant.
School trips	Through planning and risk assessments to ensure trips are accessible for all. Advanced visits by EVC if necessary.	Trips and visits are accessible for all pupils with learning or physical difficulties.	Ongoing	Additional staff / resources as required.
Teaching and learning resources, methods of communication	Teaching staff and SENDCO to ensure use of resources which enable all pupils to fully access the curriculum e.g., communication systems, visual aids, hearing aids, ways in which information is presented, use of technology.	Curriculum is fully accessible and meets the needs of all learners.	Ongoing	Cost of any resources and equipment.

Written information / Communication

Item/Area	Recommendations	Impact	Timescale	Cost
Availability of written material in alternative formats when specifically requested, including information for EAL pupils.	School to be aware of the services available for converting written information into alternative formats and for providing translated materials when necessary.	All stakeholders can access school information.	Ongoing	Translation services as required.