

**Stella Maris School**

**Accessibility Plan**

**2024 - 2025**

**Updated: Sept. 2024 Review Date: Sept. 2025**

Stella Maris School is committed to Safeguarding and promoting the welfare and well-being of all members of the school. All school staff and volunteers who work in the school are expected to share this commitment and vision.

This Policy was written in consultation with the Trustees, Headteacher and the staff of Stella Maris School with due regard to our mission statement.

1***“At Stella Maris we endeavour to put the children at the centre of everything we do. Our mission is to educate, nurture and instil traditional values and cherish our children. We inspire them to achieve their best in every aspect of their lives.”***

# . 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 any of our pupils with a disability can participate in the Curriculum
* Improve the physical environment of the school to enable these pupils to take better advantage of education, benefits, facilities and services provided
* Improve the availability of accessible information to any of our pupils with a disability

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. Our underlying principle is that all children who are educated in our school will have the same access to all opportunities. This is clearly set out in our Equality and Diversity Policy.

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 our Trustees, Headteacher, SENCO and Staff.

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# 2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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.

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| **Aim** | **Current Good Practice** | **Actions to be taken** |
| Increase access to the Curriculum for pupils with a disability or learning disadvantage. | Our school offers a differentiated Curriculum for all pupils.  We use resources tailored to the needs of pupils who require support to access the Curriculum.  Curriculum progress is tracked for all pupils, including those with a disability.  Targets are set effectively and are appropriate for pupils with additional needs.  The Curriculum is reviewed to ensure it meets the needs of all pupils. | Regular monitoring by the Headteacher assisted by the SENCO to ensure this good practice is maintained.  Report fed back to Board of Trustees. |
| Improve and maintain access to the physical environment | The environment is adapted to the needs of pupils as required.  This includes:   * Ramps * Access to changing facilities if required * Vigilance in classroom risk assessments to cover any issues within classrooms | Vigilance to ensure that needs of all pupils with any disability or physical/mobility issue are being met.  Regular monitoring by Headteacher and SENCO.  Any issues will be reported back to the Board of Trustees at Trustee meetings. |
| Improve the delivery of information to pupils with a disability | Our school uses a range of communication methods to ensure information is accessible. This includes:   * Large print resources if required * Personal classroom resources e.g. overlays/access to laptops etc. if required * Individual needs are catered for by class teachers and various strategies and methods used | Regular monitoring by Headteacher and SENCO.  Feedback from class teachers and any issues reported to the Headteacher for resolution.  Board of Trustees kept informed of any issues class teachers are meeting in the provision of teaching any child with a particular need. |

# 4. Monitoring Arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the Board of Trustees of Stella Maris School, the Headteacher and the SENCO.

# 5. Links with other Policies

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

* Risk Assessment Procedures for individual classrooms and other parts of the school
* Health and Safety Policy
* Equality and Diversity Policy
* Special Educational Needs (SEN) Information Report
* Medical Conditions Policy

***We will audit our accessibility on a regular basis to ensure that the school’s physical environment is in keeping with the principles outlined in this Accessibility Plan.***

# Accessibility Audit

These are the features which we will assess on a regular basis in terms of the school’s physical environment to ensure that our accessibility plan is being met.