

Streatley C of E (VC) School



STREATLEY PRIMARY SCHOOL

Accessibility Policy

Document Control Information

Version	Date	Description of Changes
1	Jun 2017	Adopted Accessibility Plan
2	Oct 2017	Revised needs and added to plan
3	Dec 2021	Adopted an Accessibility Policy and added the plan to the policy. Revised the plan.
4	October 2025	Dates removed or amended, and reviewed.
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Reviewed	October 2025
Responsibility	Headteacher
Committee	Internal
Review Cycle	3 yearly
Next Review Date	October 2028
Signed	

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1.0 Introduction

The purpose of this policy is to follow guidance to enable the school to draw up a plan to show how we intend, over time, to increase the accessibility of our school and aim to be inclusive to all members of the community.

Streatley CofE Primary School are committed to providing a fully accessible environment that enables full physical and 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2.0 Definition of Disability

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

1. They have a physical or mental impairment.
2. The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

3.0 Legal Background

Streatley CofE Primary School recognises its duty under the Equality Act 2010, Schedule 10, Paragraph 3 and the Disability Discrimination Act (DDA) 2005:

- To prepare an accessibility plan, keep it under review and if necessary revise it.
- To prepare the plan over a prescribed period.
- To increase the extent to which disabled pupils can participate in school's curriculum, environment and delivery of information.

The plan will be reviewed every three years by the Finance and Staffing Committee and published on the school website.

4.0 Aims and Objectives

4.1 Our Accessibility Plan, see Appendix 1, sets out the proposals based on the needs of the school, to increase access to education for disabled pupils in the following areas:

- Improving the physical access to school.
- Improving the delivery of information.
- Improving access to the curriculum.

4.2 The Accessibility Plan follows this Accessibility Policy and is structured to be compliment and support the school's equality objectives. This Policy will be published on our website.

When reviewing our plan, we will take into consideration the following aspects:

- **What changes are needed to the physical environment?** - lighting and paint schemes to help visually impaired children, lifts and ramps to help physically impaired children or carpeting and acoustic tiling of classrooms to help hearing impaired pupils.
- **How can we improve the way information is delivered to pupils with disabilities?** – Can information given be made more accessible by being offered in other formats, such as in Braille, large print, audio format or using a symbol system.
- **How can we adjust the school curriculum so we can help children with disabilities have better access?** - changes to teaching and learning arrangements, classroom organisation, timetabling, buddy systems.
- **Is there technology available in school to suit particular needs?** - touch-screen computers, joysticks and tracker balls, easy-to-use keyboards, interactive whiteboards, text-to-speech software, Braille-translation software, software that connects words with pictures or symbols.

4.3 For all pupils with a disability or special educational need we will:

- Prepare a complete and comprehensive assessment of their individual needs. This will be managed by the SENCo in conjunction with appropriate Specialist Advisers, such as Occupational Therapists, Physiotherapists, Speech and Language Advisers.
- The individual plans will include any specialist equipment required to meet that child's/persons needs to enable them to access all parts of the school, the curriculum and outside activities. The individual plans will be reviewed at least annually, or as the child's/persons needs change.
- Parents/Carers or Visitors with a disability (even if temporary) will be invited to make their needs known to staff and every reasonable effort will be made to accommodate their needs and a Risk Assessment will be followed.

5.0 Documents and policies


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

- Teaching and Learning
- Equality and Diversity
- Health & Safety (including off site safety)
- Special Needs
- Behaviour and Discipline
- School Improvement Plan
- Asset Management


Our complaints procedure covers the accessibility plan.

Streatley CofE Primary School Accessibility Plan 2025-2028

Action Plan 1: Improving the Physical Access / Egress

Target / Identified Issue	Action Required	Person Responsible	Timescale
<p>To ensure that access from the road / car parking is fully available for wheelchair users.</p>	<p>Investigate with WBC to see if they will pay for dropped kerbs outside of school gates. If not, to investigate dropped kerbs to zebra crossing at front of school.</p> 	<p>SBM</p>	<p>Contact WBC in first instance and then quotes to be obtained when necessary.</p>
<p>Ongoing medical / first aid training for staff on current pupils' needs e.g. anaphylaxis, asthma, epilepsy.</p>	<p>Staff training and Staff Nurse intervention as required.</p>	<p>SBM</p>	<p>Records provide planning for training updates.</p>
<p>Ensure up-to-date information is held regarding pupils medical needs.</p>	<p>Admissions Pack. Regular requests for updates to be sent to the school office- dates on calendar.</p>	<p>Headteacher / Data Administrator</p>	<p>Termly checks</p>
<p>Ensure that school trips are accessible to all.</p>	<p>Class Teacher to use pre-visit to site to ensure that any accessibility / medical issues are identified and actioned prior to the day.</p>	<p>Class Teachers Educational Visits Officer Overseen by Headteacher</p>	<p>Ongoing</p>
<p>Continue to build on current good practice with regard to liaison between preschool/school/ secondary schools for all children and especially those with a disability.</p>	<p>Transition meetings have a clear focus on accessibility issues where necessary.</p>	<p>Class Teachers / Headteacher</p>	<p>Summer term or before if necessary</p>

Action Plan 2: Improving the delivery of information

Target / Identified Issue	Action Required	Person Responsible	Timescale
To ensure that written information about the school is available in different formats e.g. large print, different languages, audio etc.	Streatley Primary School will provide information upon request in accessible formats. Identify services available through the LA.	SBM / Headteacher	When requested within suggested timescales.
Review the need for an induction / hearing loop.	Check need amongst school community.	Headteacher	Ongoing.
To ensure that car parking is clear to all stakeholders.	Re-paint parking spaces Re-paint zebra crossing 	SBM	When requested within suggested timescales.

Action Plan 3: Improving access to the curriculum

Target / Identified Issue	Action Required	Person Responsible	Timescale
Teachers planning includes as a matter of course opportunities for all pupils to take part and achieve.	All planning will use assessment for learning information to provide accurately for the next steps of each child.	Class Teachers / Headteacher	Ongoing Reviewed termly
SAPs and GAPs to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils.	SAPs and GAPs will accurately map out the next steps in learning and will outcomes will be judged against clear success criteria. Ongoing monitoring by the SENCO.	SENCO / Headteacher	Ongoing Reviewed termly
To maintain a clear provision map of all SEN support in place to meet individual needs.	All relevant pupils will continue to receive access to specific interventions.	SENCO / Headteacher	Ongoing Reviewed termly
Audit resources and information held in school with regard to SEN.	All staff working with children with disabilities will be aware of resources in school to meet individual needs	Class Teachers / SENCO / Headteacher	Annual. In response to professional reporting.
Maintaining regular/ongoing links with professionals (e.g. physio, Sensory Consortium) and facilitating meetings with them and relevant staff in school.	Up-to-date and relevant information from external professionals is being used in school to support pupils with their relevant needs.	Class Teachers / SENCO / Headteacher	Termly network meetings and SAPs updated/reviewed in response