



## **ACCESSIBILITY AND EQUALITY PLAN**

### **3-year period covered by the plan: 2025 - 2028**

#### **1. Introduction**

This Accessibility and Equality Plan sets out how Staniland Academy aims to increase the participation and achievement of all pupils, with a particular focus on removing barriers for children with disabilities or special educational needs (SEND). Staniland Academy is committed to providing a fully accessible environment which 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.

In formulating this plan the Academy has taken into account the needs of all people who have a protected characteristic. The protected characteristics are defined in the Equality Act. These are Age (regarding staff not pupils), Disability, Gender Re-assignment, Marriage and Civil Partnership (regarding staff not pupils), Pregnancy and Maternity, Race, Religion Faith or Belief, Sex, Sexual Orientation.

#### **2. Legal Framework**

This plan is written in line with the requirements of:

- The Equality Act 2010
- The SEND Code of Practice (2015)
- The Children and Families Act 2014
- The Public Sector Equality Duty

**It should be read alongside our Ethos and Vision Statement, SEND Policy, Behaviour Policy, Curriculum policy, Health and Safety Policy, and our Trust's Equality Statement.**

The Academy's complaints procedure covers the Accessibility Plan.



### **3. Definition of Disability**

A person is defined as disabled under the Equality Act 2010 if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

In a primary setting, this includes children with additional needs such as:

- Autism or communication difficulties
- Learning difficulties
- Hearing or visual impairments
- Physical mobility issues
- Long-term health conditions (e.g. diabetes, epilepsy)

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping

People who have had a disability in the past who meet this definition are also protected by the Act.

#### **Progressive conditions considered to be a disability:**

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.



### **Conditions that are specifically excluded:**

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non– prescribed substances.

### **4. Current Context**

At Staniland Academy, we support a range of needs across the school community, including:

- Children with Education, Health and Care Plans (EHCPs)
- Children needing speech and language or social communication support
- Children with sensory needs or physical disabilities
- Children who have needs within Social, Emotional or Mental Health
- Children and Parents who may need accessible communication or translation services

### **5. Aims and Objectives**

Staniland aims to give all pupils, including those with disabilities, equal opportunities to learn, feel safe, and take part in school life. We support access to the curriculum, adapt the environment as needed, share information in ways everyone can understand, and promote respect and inclusion throughout the school community.

Staniland Academy plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the academy. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the academy, adding specialist facilities as necessary. This covers improvements to the physical environment of the academy and physical aids to access education.
- Increase access to the curriculum for pupils with an impairment, expanding the curriculum as necessary to ensure that pupils with an impairment are as, equally, prepared for life as children without impairments; (if an academy fails to do this, they are in breach of the Equality Act). This covers teaching and



learning and the wider curriculum of the academy 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.

- Improve the delivery of written information to pupils, staff, parents and visitors with impairments. Examples might include handouts, timetables, textbooks and information about the academy and academy events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that it is necessary to raise awareness of issues related to accessibility and to provide training for staff and governors in the matter of disability discrimination.

### **The main priorities in the academy's plan:**

#### **Increasing the extent to which disabled pupils can participate in the academy curriculum:**

- The academy will endeavour to provide suitable access to a range of curriculum opportunities.
- Where necessary, support will be given by the Special Educational Needs Co-ordinator (SENCO) Emma Barton, alongside the Trust's Inclusion Lead, Maxine Cunningham.
- The academy facilitates services from a range of agencies for all pupils and their families.

#### **Improving the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services:**

- Step-free access to all main entrances
- The academy's classrooms are all on the ground floor. Any new build will be built with physically impaired pupils in mind, ensuring access for all.
- The academy has accessible toilet facilities for physically impaired pupils and for the use of physically impaired people using extended school services
  - Staniland academy has disabled shower facilities.
  - A calm/sensory space available for regulation.



### Improving the delivery to impaired pupils of information that is provided in writing for pupils who are not impaired:

Where necessary, all hand-outs, letters, timetables etc. will be made available in suitable format for impaired pupils, including electronically.

Priority 1: Access – approach and car park, entrance and doors	Action	Responsibility	Outcome	Timescale
1.1 Directions and signs to locate accessible parking	Ensure there are directions and appropriate accessible parking	R Bailey E Barton	Accessible parking will be easily identified	July 27
1.2 External doors are accessible to all	Ramps are fitted to those external doors which have a step between inside and outside	R Bailey E Barton	All external doors are accessible to people who use wheelchairs	July 28
1.3 External steps are clearly marked	External steps to be fitted with contrasting nosing	R Bailey E Barton	External stepped entrances will be easily identified	July 26
1.4 Visual and tactile information for entrance	Provide visual and tactile information to support entrance through the power operated main entrance	R Bailey E Barton	Power operated main entrance will have visual and tactile information to improve accessibility	July 26

Priority 2: Movement fixtures and fittings	Action	Responsibility	Outcome	Timescale
2.1 Induction loops	Explore fitting induction loops to main office and/or meeting room – this could be a portable system	R Bailey E Barton	People with hearing aids will be able to use induction loops to support communication	July 28

Priority 3: Toilets and Changing Areas	Action	Responsibility	Outcome	Timescale
3.1 Signage for accessible toilet	Ensure the main toilets have signage to indicate where the nearest toilets are with wider cubicles	R Bailey E Barton	People using the main toilets will be more able to locate the nearest toilets with wider cubicles	July 27



3.2 Gender neutral toilet facilities	Identify and provide signage for a gender-neutral toilet	R Bailey E Barton	School will be able to offer a gender-neutral toilet	<b>July 26</b>
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<b>Priority 4: Information</b>	<b>Action</b>	<b>Responsibility</b>	<b>Outcome</b>	<b>Timescale</b>
4.1 Tactile plan of the building	Provide a tactile plan of the building, using Braille to annotate areas	R Bailey E Barton	People who are visually impaired, could use Braille to navigate the school site	<b>July 28</b>
4.2 Communication aids	Use Makaton, symbols, BSL, audio or visual supports where needed	R Bailey E Barton	People with communication needs express themselves in their preferred method, either through a request (visitors) or through assessment (children)	<b>July 26</b>

<b>Priority 5: Equality adjustments</b>	<b>Action</b>	<b>Responsibility</b>	<b>Outcome</b>	<b>Timescale</b>
5.1 Prayer or designated quiet room	Ensure that there is a suitable, quiet space that can be allocated for prayer	R Bailey E Barton	School will have a prayer/designated quiet room	<b>July 27</b>
5.2 Language interpreting	Ensure that communication is not a barrier by providing relevant staff with appropriate technology to aid conversations and support translated letters	R Bailey E Barton	Language will not be a barrier to communication, with technology being used to support conversations and to translate letters	<b>July 26</b>

<b>Priority 6: Curriculum access</b>	<b>Action</b>	<b>Responsibility</b>	<b>Outcome</b>	<b>Timescale</b>
6.1 Access to the curriculum	Support staff to use visual timetables and adapt the curriculum, by using methods such as simplified texts or practical activities to ensure all children are able to access their learning	R Bailey E Barton	Through regular training, all children engage confidently in lessons	<b>July 27</b>



## **7. Monitoring and Evaluation**

This plan will be reviewed every 3 years with feedback from parents, pupils, and staff.

## **8. Publication**

This Accessibility and Equality Plan is available:

- On the school website
- In large print, audio or translated formats on request