



ACCESSIBILITY AND EQUALITY PLAN

This document should be read in conjunction with the Trust's Equality Statement.

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.

3-year period covered by the plan: 2022 - 2025

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.

Definition of Disability (Equality Act 2010)

In the act a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

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. 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.

Action Plans are attached which relate to the three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

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.

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



- Equality Policy
- Curriculum Statement – Ethos and Vision
- Professional Development Policy
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy

The Accessibility Plan will be published on the Academy website.

The Academy's complaints procedure covers the Accessibility Plan.

Vision and Values:

- Staniland Academy aims to ensure equality of opportunity for all its, pupils and staff and it follows that disabled pupils or prospective pupils, are not treated less favourably than other and pupils or prospective pupils, for reasons relating to their disability.
- Please read this in conjunction with the Trust's SEN and Disabilities policy.

Information from pupil data and academy audit:

The latest information regarding the number of pupils with special educational needs and disability for each academy can be found in the academy's SEF and latest censuses document.

Views of those consulted during the development of the plan:

The views of all agencies, pupils and their parent/carers will be sought through the regular meetings held as part of the support given by the academy.



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:

- 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
- Each academy has disabled shower facilities.

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.

Making it happen

- This plan will be reviewed every 3 years



1. Improving Access to the Curriculum

Priority 1: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan							
Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and training	Status RAG
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	R.Bailey	Summer Term	Needs of all pupils are met	Reviewed when necessary by teachers.	Curriculum led by needs of the pupils and reviewed every year.		
1.2 Multi Agency assessments actioned for all students at risk	R.Bailey/E.Barton	When required	Needs of all pupils are met	Agencies	Multiple agency assessments take place when needed		
1.3 External agency support is identified and delivered for all students in need	R.Bailey E.Barton	When required	Needs of all pupils are met	Agencies	External agencies are used when needs are identified		



Priority 1: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan							
Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and training	Status RAG
1.4 Alternative Curriculum students access balanced curriculum	R.Bailey/E.Barton	When required	Needs of all pupils are met	Reviewed by SENCO and classteachers regularly	Identified through EHCP targets		
1.5 Students with identified needs have access to laptops and resources to support learning	R.Bailey/E.Barton	When required	Needs of all pupils are met	Reviewed by classteachers regularly	Teachers seek advice from SENCO when needed		
1.6 All students on the SEN register to be individually assessed for any examination access arrangements	R.Bailey/E.Barton/Y6 teachers	When required	Needs of all pupils are met	Reviewed by classteachers when needed			
1.7 Academy environment reviewed by relevant senior leaders to ensure access for all.	R.Bailey	Annually and when required	Access is available for all	Caretaker	Environment is safe		



2. Improving Access to the Physical Environment

Priority 2: Ensure that the curriculum and college environment are able to support diverse needs by effectively tracking the Inclusion Development Plan							
Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and training	Status RAG
2.1 To ensure all students/visitors access all areas of the academy.	J.Anderson	Annually when required	Access is available for all	Regular Health and Safety checks			
2.2 To improve signage to standard format	R.Bailey	Annually when and when required	Signage is clear	Caretaker and J.Anderson	Signage is clear		
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	R.Bailey	Termly Headteacher Weekly Caretaker	Evacuation systems work effectively		Children evacuate quickly and sensibly. Evacuation systems to be reviewed regularly through fire drill practices, to ensure new staff and pupils are aware of procedures.		
2.4 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability	J.Anderson	Ongoing	Access is available for all		Ramp is available in the middle of school, to provide access to other areas in school. Lift available for staff to access staff room and IT store.		



4.1 Monitor balance of gender across employed staff	R.Bailey	Annually	Gender is balanced where able		Monitored		
4.2 Support staff in accessing equal CPD opportunities	R.Bailey	Annually	All staff access quality CPD		Support staff access training when required		
4.3 Promote gender equality through education and visual graphic	R.Bailey	Ongoing	Pupils are tolerant		No gender incident recorded so far this year	Order books to support diversity and link into curriculum	
4.4 Actively challenge traditional gender stereotypes through education and positive role models	R.Bailey	Ongoing	Pupils are tolerant		No gender incident recorded so far this year		



5. To actively promote Race Equality throughout the Academy.

Priority 5 To monitor and promote Race Equality and take action where inequalities arise							
Actions	Persons/Leading	Timescale	Success Criteria	Monitoring and Support Arrangements	Evaluation	Finance, Resources and training	Status RAG
5.1 Monitor balance of minority race and ethnic groups across employed staff	R.Bailey	Annually	Minority and ethnic groups are balanced where able		Monitored		Green
5.2 Support staff in accessing equal CPD opportunities	R.Bailey	Annually	Support staff access quality CPD		Support staff access training when required		Green
5.3 Promote race equality through education and visual graphics in college	R.Bailey	Ongoing	Pupils are tolerant		No racist incident recorded so far this year	Order books to support diversity and link into curriculum	Yellow
5.4 Promote academy visits to multi-cultural areas to increase awareness of multicultural society	R.Bailey	Ongoing	Pupils are tolerant		Transport and cost difficulties but we have invited visitors in to discuss different cultures		Green