

# Accessibility plan

Church Stretton School



Plan drafted April 2023

with SLT, Students  
and governors

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Last reviewed on:

Updated and reviewed January 2024

Next review due by:

January 2027

## Contents

1. Aims .....	2
2. Legislation and guidance .....	2
3. Action plan.....	3
4. Monitoring arrangements .....	7
5. Links with other policies .....	7

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- o Increase the extent to which pupils with disabilities can participate in the curriculum
- o Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- o Improve the availability of accessible information to pupils with disabilities

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.

Church Stretton School aims to be fully inclusive and make adaptations, where possible and appropriate, to meet a range of needs to facilitate and celebrate a richly diverse community.

Where possible, we aim to facilitate the option for every child in the local area to have the option to attend their local school.

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.

Shropshire's local offer can be found here: <https://www.shropshire.gov.uk/the-send-local-offer/>

And Shropshire's Disability information pages here: <https://www.shropshire.gov.uk/disability-information/>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff, governors and key agencies that the school regularly works with.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#)

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice - you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSONS RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase and maximize access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>•Our school offers an adaptive, broad and inclusive curriculum for all pupils</li> <li>•Quality First Teaching is our first tier response to inclusivity including adaptive teaching and a range of adaptive strategies and technologies</li> <li>•Curriculum resources are used to make the curriculum accessible and audited and reviewed annually</li> <li>•Curriculum resources include examples of people with disabilities</li> <li>•Targets are set effectively and are appropriate for pupils with additional needs</li> <li>•The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>•Curriculum progress is tracked for all pupils, and high, SMART targets are set for everyone including those with a disability</li> <li>•Curriculum assessment and progress tracking takes place for ALL students and positive discrimination is applied to vulnerable and minority groups</li> <li>•The curriculum is reviewed annually by HoDs and SLT and by student voice groups e.g Diversity and Inclusion group in Student Council</li> <li>•Access Arrangements and reasonable adjustments for assessments and exams as well as day to day “normal way of working</li> </ul>	<p>ST – Review and update “The Stretton Way” and SEND handbook to act as guides</p> <p>To develop an effective cycle of monitoring and action to maximise accessibility including student council “DIG” group contributions</p> <p>Specific targets and strategies to promote inclusion shared on Go4Schools for all staff to access</p> <p>For SLT (in conjunction with T&amp;L leaders) to have a cycle of assessment across all year groups which identify where access arrangements are required and for them to be in place where required</p>	<p>Review “The Stretton Way” for inclusivity in consultation with stakeholders and curriculum audits to check that curriculum resources include examples of people with disabilities and are inclusive</p> <p>Student council DIG/ student voice groups to look at where there is good practice and where there needs to be improvement and present this back to staff</p> <p>HODS to complete survey to evaluate accessibility across their department and curriculum and identify areas for improvement or development</p> <p>Cycle of assessment and analysis</p>	<p>Dr A Wood (Head of School)</p> <p>Dan Bird (AHT) and Evan Morgan (IT Manager)</p> <p>Su Quye (SENCO)</p> <p>Student working groups on student council</p>	<p>January 2025</p>	<p>Inclusive “teaching and learning” guide that promotes accessibility and strategies for equity</p> <p>Accessibility and inclusive aspects of QFT monitored through lesson observations and learning walks</p> <p>Monitoring shows that no cohort group is disadvantaged or underachieving (or, if identified, then effective and measurable interventions are in place)</p> <p>Cycle of assessments identify student needs and access arrangements are implemented</p>

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<p>Improve and maintain access to the physical environment</p>	<p>Church Stretton School is predominantly accessible on the ground floor (however doorways are narrow and there are some classrooms upstairs and no lifts).</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Priority movement e.g. quiet corridor movement for those with disabilities</li> <li>• Access toilets for disabilities and vulnerabilities, and changing facilities</li> <li>• Disabled parking bays</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Adjustable lighting in some classrooms</li> <li>• Hearing loop and transmitter systems facilitated</li> <li>• Visual and auditory prompts</li> </ul>	<p>To review accessibility for stakeholders who may have physical, medical and sensory needs</p> <p>To identify and evaluate elements in place and improvements which would increase accessibility</p> <p>To implement improvements or plans towards these</p>	<p>Accessibility walk with various stakeholders to review facilities, environment and resources</p> <p>There are steps and one area (G block) which cannot be accessed without going outside – site team to review and explore options</p> <p>Consultations with consulting agencies eg NAB SIS</p> <p>Costings and viability and responsibility considerations eg additional cleaning</p> <p>Hoists/lifts/stairlift/adjustable height surfaces</p>	<p>SLT and governors</p> <p>Consulting with SENCo and Site Manager</p> <p>Extra curricular audit by ML (AHT)</p>	<p>Monitor and review at least six monthly (and as required)</p>	<p>All stakeholders and visitors are able to move around the site as smoothly and independently as possible</p> <p>All students can take part in all curriculum and enrichment activities at school</p> <p>Resources are easily accessible to all students</p>

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<p>Improve the delivery of information to pupils with a disability</p> <p>Improve delivery of information to pupils with English as an additional language (EAL)</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage, where possible dual coded</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• Visually supported information</li> <li>• The use of video, where possible, with subtitles</li> <li>• Access to translation services or technology</li> <li>• Use of technology including alternative, augmentative technologies (AACs)</li> <li>• Subtitles used where possible</li> <li>• Translation software made readily available</li> </ul>	<p>To review and update curriculum to maximise accessibility</p> <p>To add visuals/symbols to signs and displays</p> <p>To review and create a guide to technology for inclusion</p>	<p>Identify where and how improvements can be made</p> <p>Symbolic additions to signs and displays</p>	<p>SLT</p> <p>Site Manager</p> <p>Students</p> <p>Governor</p> <p>SENCO</p> <p>SENCO</p> <p>Students</p> <p>OT</p>	<p>January 2025</p> <p>Annually Sept-Jan</p> <p>December 2024</p>	<p>Dual coded signage around site and in lessons where possible</p> <p>Visuals and video is used to support information</p> <p>Guide to how to use technology for inclusion developed by staff and students</p>

## 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary by Su Quye (SENCo) in liaison with SLT.

It will be reviewed with students, parents, governors and staff.

It will be approved by Mike Collison (SEND Governor), the Governing Body and Mr Parr (Headteacher).

## 5. Links with other policies

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

- › Risk assessment policy
- › Health and safety policy
- › Equality information and objectives (public sector equality duty) statement for publication
- › Special educational needs (SEN) policy and information report
- › Supporting pupils with medical conditions policy
- › Behaviour policy
- › “The Stretton Way” and Teaching and Learning Policy

[Policies | Church Stretton School](#)