The Stalyhill Schools' Federation

SEND Accessibility Plan

Date Adopted:	March 2025
Date Approved:	13/03/2025
Date of next review:	Spring 2026
Policy Reference Number:	590
Approved By:	Full Governing Body

At Stalyhill Schools' Federation we will continuously strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability, or special educational needs and ability. The school will actively promote equality and foster positive attitudes and commitment to an education for equality.

Rationale

The Stalyhill Schools Federation SEND Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupil, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period.

The Plan will be reviewed annually in line with our School Policy cycle.

Stalyhill is committed to providing an environment that enables full
curriculum access and values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Aims

Stalyhill Schools' Federation 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 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.

This plan will:

- Increase access to the **curriculum** for pupils with a disability, expanding it as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits.
  It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable timeframe.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Definition of Disability

"Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities" (DDA1995 Part 1 para 1.1)

This definition was amended and broadened under the Disability Act 2005 as follows:

- People with cancer or surviving cancer are now included, as are people with HIV and Multiple Sclerosis from the point of diagnosis
- For a mental impairment the need for it to be clinically well recognised has been removed

Physical or mental impairments can include sensory impairments (such as those affecting sight or hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday lives.

Supporting Partnerships

The SEND Accessibility Plan for physical accessibility relates to the Accessibility Checklist for School Premises which was originally undertaken by the Local Authority and is subsequently updated by the school each year (see Equality Scheme Ref: 19)

Training

Training will be arranged to reflect the needs of our pupils at the time.

The table below sets out how the school will achieve the aims of the SEND Accessibility Plan

Aim	*Current Good Practice*	Objectives	Actions to be Taken	Person Responsible	Date
To improve access to the **curriculum** for pupils with a disability	*We have high expectations for all our pupils.* *All our pupils take part in the full curriculum and extra-curricular activities.* *We monitor and analyse pupil achievement by disability and act on any trends or patterns in the data.* *We ensure all pupils are given the opportunity to make a positive contribution to the life of the school e.g. through involvement in the School Council, class assemblies, fund raising etc.* *We follow Tameside Admission Scheme which does not discriminate against pupils with disabilities.*	To continue to devise teaching strategies which will remove barriers to learning and improve participation for pupils with disabilities. To ensure that the curriculum promotes role models and heroes that young people identify with and which reflect diversity in terms of disability. To ensure that displays in classrooms and corridors promote diversity in terms of disability. To prepare for the admission of future pupils with disabilities. To raise awareness of pupils with disabilities amongst all staff	Identify good practice through Lesson Study, Learning Walks and Observations. Share good practice through staff training. Keep abreast of initiatives to develop teaching and learning for all pupils. Subject Leaders audit the curriculum and identify opportunities to include role models and heroes. Subject Leaders audit the displays and identify opportunities to promote diversity. Liaise with partner Infant School to prepare for future intake. Arrange appropriate training to reflect the needs of the pupils.	SENDCo Head of School Subject Leaders Subject Leaders Head of School Subject Leaders Head of School SENDCo Head of School SENDCo Head of School	Termly Termly Termly As appropriate As appropriate
To improve and maintain access to the **physical environment** for pupils with a disability	*We have a single storey building with disabled access.* *Our playground has ramps.* *We have disabled hygiene facilities.* *There is wheelchair access throughout the school.* *We have ramps to four classroom fire exits.* *All fire doors have push bar handle fittings.*	To develop paths and access to the school garden, forest school and school field. Due to poor drainage, the existing paths become very "boggy" and wheelchair access is restricted. Wheel chair access is restricted around the side of the school building due to narrowing of the path.	Investigate routes and materials for paths. Investigate widening the path outside Year 6 and the conservatory.	Headteacher Head of School School Business Manager Headteacher Head of School School Business Manager	July 2025 July 2025

Aim	*Current Good Practice*	Objectives	Actions to be Taken	Person Responsible	Date
To improve the delivery of **written information** for our school community.	*Curriculum materials, including external assessments, are adapted to meet the needs of all pupils including those with disabilities.*	To prepare for the admission of future pupils with disabilities by contacting the appropriate service. To ensure that all parents and other members of the school community can access information. To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Liaise with appropriate service to prepare materials for future admissions. Written information will be provided in alternative formats as necessary. Staff to hold parents' evenings by phone or send home written information.	Head of School SENDCo Head of School School Office Head of School School Office Teachers	As appropriate