



Stockbridge Village Primary School Accessibility Statement 2022-2024

As a result of regularly reflecting upon and informally auditing the school, we have reflected upon our roles and responsibilities.

The school's long term aim is to ensure that the accessibility plan is an integral part of our Equality and Diversity plan and forms part of our whole school curriculum, our No Outsiders and PSHE programme, thereby ensuring that all children participate fully in the schools Expeditionary Curriculum.

It also ensures that our equality work does not deal with different equality "groups" in isolation. There are many practices that are transferrable from one "group" to another and having one plan allows this to happen effectively.

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Ref:

Equality and Diversity Plan 2021-2025

1B: Information from pupil feedback, questionnaires and school accessibility audit

1C Views of those consulted during the development of the plan

Ref:

- Equality and Diversity plan 2021-2025

2. The main priorities in the school's plan

2A: Ensuring the extent to which disabled pupils fully participate in the school curriculum

2B: Continually improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

Ref:

- This accessibility plan extends the equality of access to physical access.

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- All learning opportunities are planned and delivered to ensure that there are no major barriers for any individual.
- We will introduce an annual audit of classrooms and learning environment areas to reflect and ensure equal access for all learners, including those who are neurodiverse.
- At present we have no children who require written information in a different format. However, if necessary the school will provide the appropriate format . e.g large font, different types of symbols (e.g. PECS)

3: Making it happen

3A: Management, coordination and implementation

- The Governing Body is responsible for ensuring that the school complies with legislation, and that this policy and its related procedures and strategies are implemented.
- The Chair of Governors maintains a watching brief regarding the implementation of the Equalities and Diversity policy.
- The SENCo and Headteacher are responsible for implementing the policy; for ensuring that all staff are aware of their responsibilities and are given appropriate training and support; and for taking appropriate action in any cases of unlawful discrimination.

All staff are expected to:

- promote an inclusive and collaborative ethos in their classroom and school.
- deal appropriately with any prejudice-related incidents that may occur.
- identify and challenge bias and stereotyping in the curriculum.
- support the diversity of pupils in their class based on individual need.
- support the neurodiversity of our pupils in their classes.
- keep up-to-date with equalities legislation relevant to their work.

The Headteacher will report to Governors annually by reviewing progress on the accessibility plan and the Diversity and Equality Policy and regarding any incidents involving discrimination or harassment.

3B: Getting hold of the school's Equality and Diversity Plan

- All of our documentation can be provided in an alternative format if required. Please contact the school in person, phone, letter or e-mail to request the format you require.
- The school can arrange to change the format using A21 in Bristol.

July 2022