

Stanstead Flying High Academy



Accessibility Policy 2025 - 2026

To be reviewed September 2025



Accessibility Policy

Definition of Disability as defined by the Disability Discrimination Act 1995:

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Introduction

Stanstead Nursery and Primary School endeavours to comply with its duties under Part 4 of the Disability Discrimination Act 1995 (DDA), as amended, by the SEN and Disability Act 2001 (SENDA) and observes the DfES guidance provided in “Accessible School: Planning to increase access to schools for disabled students’ as issued in July 2002 by:

- not treating disabled students less favourably for a reason related to their disability;
- making reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- planning to increase access to education for disabled students.

The Accessibility Plan sets out the school’s proposals to increase access to education for disabled students in the three areas required by:

- increasing the extent to which disabled students can participate in the school curriculum/after-school clubs/leisure and cultural activities/school visits.
- improving access to the physical environment of the school and the physical aids available so as to increase the extent to which disabled students can take advantage of education and associated services;
- improving the delivery of written information that is provided in writing for students who are not disabled.

Compliance with this legislation and guidance complements the ethos of the school in its aim to reduce barriers and to increase access to the curriculum/school activities for both current and prospective students and it serves to enhance both the Equal Opportunities and SEN Policies.

Statement of Intent

In its aims to develop effective and independent learners who achieve their full potential and to develop a positive learning environment for all, the school will:

- involve staff, students and parents in the development of the plan to help create a sense of ownership of the plan;
- support and provide training for governors and staff to enable them to perform their duties as required so that they understand and implement the requirements of the legislation and guidance;

- resource, implement, monitor/review and revise the Accessibility Plan as required, so as to address the increasing and changing needs of current and prospective disabled students;
- publish information about the Accessibility Plan in the governors' annual report to parents.
- all staff will have access to the plan in Public Folders and hard copies will also be made available as required;
- recognise and value parents' knowledge of their child's disability and the effect it has on his/her ability to carry out normal activities;
- respect parents' and the student's right to confidentiality;
- the plan will be reviewed annually during the summer term by school staff and governors.

A format of the plan is available when requested.

Identifying Barriers to Access: A Checklist (DfES Guidance: Accessible Schools)

This list aids in the identification of barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility in school.

Section 1: How does your school deliver the curriculum?	Yes/No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled students?	Y
Are your classrooms optimally organised for disabled students?	Y, when required
Do lessons provide opportunities for all students to achieve?	Y
Are lessons responsive to student diversity?	Y
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y
Are all students encouraged to take part in music, drama and physical activities?	Y
Do staff recognise and allow for the mental effort expended by some disabled students, for example using lip reading?	Y
Do staff recognise and allow for the additional time required by some disabled students to use equipment in practical work?	Y
Do staff provide alternative ways of giving access to experience or understanding for disabled students who cannot engage in particular activities, for example some forms of exercise in physical education?	Y
Do you provide access to computer technology appropriate for students with disabilities?	Y
Are there high expectations of all students?	Y
Do staff seek to remove all barriers to learning and participation?	Y

Section 2: Is your school designed to meet the needs of all students?	Yes/No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all students?	Y
Can students who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Y
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Y
Are emergency and evacuation systems set up to inform ALL students, including students with SEN and disabilities; including alarms with both visual and auditory components?	aural and gestures / actions used
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	NA
Could any of the décor or signage be considered to be confusing or disorientating for disabled students with visual impairment, autism or epilepsy?	N
Are areas to which students should have access well lit?	Y
Are steps made to reduce background noise for hearing impaired students such as considering a room's acoustics and noisy equipment?	Y
Is furniture and equipment selected, adjusted and located appropriately?	Y

Section 3: How does your school deliver materials in other formats?	Yes/No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	Y
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Y
Do you have the facilities such as ICT to produce written information in different formats?	Y

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