

Stormont House School Accessibility Plan 2023-24

Section 1: Our Duty

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. The purpose of the plan is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which students with disabilities can participate in the school curriculum
- Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services
- Improving information delivery to students with disabilities

Definition of disability under the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial and long term' negative effect on your ability to carry out normal daily activities.

Section 2: School Vision and Aims

Our vision statement encapsulates our aspiration for all students:

Achievement for all in a unique world-class school

Our ultimate objectives for our students are for them to

1. make greater progress with their learning, emotional and social development than they would anywhere else, and for that progress to be indistinguishable from non-disadvantaged peers with similar starting points
2. have full lives, making increasingly meaningful choices about their futures, and control of their support¹
3. be fully ready for the next stage of education, employment, or training, gaining qualifications that allow them to go on to destinations that meet their interests, aspirations, and the intention of their course of study².

Section 3: Access audit

Feature	Current good practice	Routine actions to be taken to maintain accessibility	Person responsible
Individual sensory, physical, emotional, and medical needs	Individual needs are reviewed and met through existing SEND and inclusion processes	In-school graduated response, referral and Annual Reviews of SEN	Deputy Head, Inclusion & Safeguarding
Stairs and corridors	Stairs and corridors are kept clean, tidy and free from obstruction at all times	Maintain and ensure student equipment does not block stairs or corridors	Business Manager via Facilities Manager
Lifts	Secure entry system. Service level agreement in place for maintenance	Maintain and annually review service. Ensure weekly testing of alarm	Business Manager via Facilities Manager
Parking bays	Disabled parking bay marked	None required	Business Manager
Entrances	Staff operated front entry doors, enclosed lobby	Maintain and annually review service.	Business Manager via Facilities Manager

¹ Adapted from <https://www.ndti.org.uk/resources/preparing-for-adulthood-all-tools-resources>

² Adapted from 'Impact' in the [Education Inspection Framework](#)

Accessible toilets	All accessible toilets aids and alarms	Ensure service every six months	Business Manager via Facilities Manager
Reception area	Accessible to wheelchair users. Hearing loop available	Ensure reception staff are mindful of visitors / staff / students with hearing impairment and know how to use hearing loop	Receptionist
Internal signage	Picture signs in place	None required	Business Manager via Facilities Manager
Emergency escape routes	Fire evacuation plans in place (each classroom and office)	Ensure weekly testing of system and maintenance	Business Manager via Facilities Manager

Section 4: Our priorities to improve accessibility in the coming year

Aim	Current good practice	Actions	Lead	Review Date
Ensure curriculum remains fully accessible to incoming student needs following transition.	Individual needs are reviewed and met through existing SEND transition and inclusion processes	Dependent on individual sensory, medical, physical, learning and interaction needs	Deputy Head, Inclusion & Safeguarding + Business Manager	Annually during autumn term
Improve universally available small-scale sensory equipment and routines	Provision of fidget toys etc when attentional difficulties are evident, tailored response when the environment or task provides sensory challenges	Joint OT/ school lead training to develop understanding of the Child/ Environment/ Task model resulting in better-informed universal sensory offer	Deputy Head, Inclusion & Safeguarding	July 2024
Continue to develop consistency of inclusive adaptations in our universal provision, informed by speech, language & communication needs	Consistent SaLT input into teacher and support staff CPD,	Revisit and develop models emphasising chunking of information, visual cues and simplicity of language	Deputy Head, Learning & Development	July 2024
Narrow gaps in learning, including those arising from earlier misconceptions, absence and/or the pandemic	Effective additional SaLT support, maths interventions and development of school-led tutoring	Plan a coherent 2023-24 strategy for PPG, Recovery and School-Led Tutoring Grants	Headteacher	December 2023

NB: this plan is a working document and will be amended in light of emerging need and priorities