



# ACCESSIBILITY PLAN

The Stonehenge School is fully committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Stonehenge School plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

1. Improve 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.
2. Increase access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are equally well prepared for life as are their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these students in accessing the curriculum.
3. Improve the delivery of **written information** to students, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Below are Action Plans, relating to some key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
5. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
6. A student council meets regularly and one of their functions is to report back on access to the site and the curriculum.
7. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following three years.
8. The plan will be monitored through the Staffing and Premises committee of the Governors.

## Accessibility Improvement Action Plans

### Access to the site:

- New Science block and extension to upper school dining hall to include wider doorways for wheelchair access
- Lift to first floor in upper school – quotations and feasibility study to allow passenger access
- Plans to be put in place whenever building work is being planned to ensure that access is not temporarily blocked



- Passenger disabled lift to be installed to main hall for students and parents to gain access
- Disabled toilet facilities close to main hall for students, parents and staff
- Temporary ramp available to provide disabled access to main hall lobby
- Improve access and circulation by external staircase in upper school building
- Provide one designated disabled car parking space in front of school building

### **Visually impaired:**

- Installation of interactive whiteboards in every classroom and main hall, including training for staff
- Provision in lessons – large type, colour overlay. This is monitored by learning walks and TAs
- Edges of steps painted in yellow to raise awareness of hazard

### **Access to the curriculum:**

- Soundfield system available in all classrooms including main hall
- Evacuation procedures in place and TAs trained in evacuation procedures for Hearing Impaired students
- Skills Development area to provide a refuge for vulnerable students

Review date by Headteacher July 2016