



## Stokesay Primary School Accessibility Plan

**RATIFICATION:** October 2025

**DATE OF NEXT REVIEW:** October 2026

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## Accessibility Plan May 2024

Here at Stokesay Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

With this in mind, this Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of **Equality and Inclusion**.
- 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.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable period.

Stokesay Primary School

Accessibility Plan 2025-2026

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Equality and Inclusion</b>				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	Policies reviewed annually
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents.	Whole school community aware of issues relating to Access.	Training ongoing.	
Review inclusion and equal opportunities for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legalisation.	<u>Long term</u> Annual review	
<b>Physical Environment</b>				
Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.  Ensure any proposed 'new build' project is physically accessible for everyone.	SEN staff to audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then report back on their findings.  Project manager appointed will ensure compliance with building regulations regarding accessibility.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all. Any new construction will be fully accessible.	<u>Medium term</u> As any new construction begins.  <u>Long term</u> Annual review	

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
<b>Curriculum</b>				
Continue training for teachers and support staff on different aspects of SEND including differentiation when required.	Review the needs of children with specific issues. Provide all relevant training.	All staff trained and confident with issues linked with accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process, that needs, and expertise will change with time.	On-going	
All out of school activities are planned to ensure the participation of the whole range of pupils.	Review all out of school provisions to ensure compliance with legislation.	All out of school activities will be conducted in an inclusive environment with providers that comply with current and future legislation requirements.	Risk assessments to be completed to ensure pupils with additional needs can safely access out of school activities e.g. clubs. On-going	
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases. For example .Sound Field Systems for hearing impaired	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Reviewed annually On-going	
Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and school will attempt to remove any barriers to achieving their full potential.	On-going	
<b>Written /other information</b>				
Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary. Availability of other written	Review all current school publications and promote the availability in different formats for those who require it. The school will make itself aware of the services available through the LA for converting written	The school will be able to provide written information in different formats when required for individual purposes.	On-going	

material in alternative formats also.	information into alternative formats.			
Availability of written material in alternative languages.	The school will use information and translation provided by the EAL Team for key information for EAL families.	School information will be available for all.	On-going as needed	
To continue improving communication for any hearing or visually impaired member of the school community.	To maintain and update systems to support access for these members of the community	Pupils and parents and visitors who are hearing or visually impaired to be better able to access verbal or written information.	Review annually	