Accessibility Plan Policy

Reviewed by: Management Committee

Reviewed: July 2026

Next review: July 2029

At Little Stanion Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognizing everyone's uniqueness and success.

We recognize learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon compliance with that duty.

Objectives

Little Stanion Primary School is committed to providing an environment that

enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and
cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the school.

The school recognizes and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Little Stanion Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – these cover improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents 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 timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behavior Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Inclusion Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all the work during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be monitored through the Management Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Reviewed/Approved: June 2026

Next review Date:

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

Action Plan A – Improving Physical Access

An Access Audit was carried out by the BR and DP in Oct 2024. The school was purpose built, so it is well equipped for access to most areas. The lessons are carried out also on the school grounds, the accessibility of the sports field, planters and the wildlife garden were assessed too. Also, school ensures that school animals can be accessed by everyone.

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Corridor	Keep corridors clear of obstructions. The tables and shelves for additional reading or one to one activity are left in the corridor by KS1/KS2 classrooms only as long as there is no need for wheelchair access (if need arises the number of tables will be reduced and moved by the SENCO main wall, out of the way, and additional space appointed, Tables also can be elevated to level required by wheelchair users)	Immediate action if need arises.	Monitored – low while the school doesn't have wheelchair users or pupils with physical disability.	No additional cost	Ongoing
2	Wheelchair access to main school building from every classroom and main entrance				No additional cost	In place
3	Access to grounds using ramp access				No additional cost	In place
4	Disabled parking				No additional cost	In place
5	Disabled Toilet	4 disabled toilets in place. 2 in KS1/Admin, 1 in KS2, 1 in outdoor classroom.			No additional cost	In place
6	Changing Facilities	Available in disabled toilet and Nursery. Reception, if need arises, can have added changing facilities as well.			No additional cost	In place

7	Access to The Den from the playground.	Provide a ramp to access the classroom outside for anybody in a wheelchair or mobility scooter	Immediate action if need arises	Monitored – low while the school doesn't have wheelchair users or pupils with physical disability	No additional cost	
8.	Access to the sports field	Easy access from every classroom, staff available at all times for guidance and support.		Monitored – low while the school doesn't have wheelchair users or pupils with physical disability		In place
9.	Access to the planters	No hard surface access to the planter – wheelchair users will need support.	Immediate action if need arises	Monitored – low while the school doesn't have wheelchair users or pupils with physical disability		Ongoing
10.	Access to the wildlife garden	No hard surface access to the wildlife garden – wheelchair users will need support.	Immediate action if need arises	Monitored – low while the school doesn't have wheelchair users or pupils with physical disability		Ongoing
11.	Access to the school goat	Easy access to school animals. Staff available at all times for guidance and support. Feeding goats not advisable due to H&S of the pupil.	Immediate action if need arises	Monitored – low while the school doesn't have wheelchair users or pupils with physical disability		Ongoing
12.	Access to The Lodge (outdoor learning)	No hard surface access to The Lodge – wheelchair users will need support.	Immediate action if need arises	Monitored – low while the school doesn't have wheelchair users or pupils with physical disability		Ongoing

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Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching	SLT and SENCo to monitor quality of differentiation and provision for SEND pupils.	Autumn, Spring and Summer terms	High	SLT release costs	Ongoing
2	Interventions	SENCo to coordinate provision for pupils with SEND, working with teachers to set targeted interventions and monitor their impact on progress through the whole school provision map in place and completed in line with assessment cycle.	Autumn, Spring and Summer terms	High	Resourcing costs of identified areas to develop	Ongoing
3	Classrooms are organized to promote the participation and independence of all pupils	SENCo to audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class including those with specific needs e.g. visual or hearing impairments	Autumn, Spring and Summer terms	High	Possible resource implications where gaps are identified	Termly
4	Staff training in the production, implementation and review of provision maps and monitoring systems.	SENCo to deliver training to teaching staff and support individual teachers as needed. SENCo to manage and monitor intervention via the provision map in line with the assessment cycle.	Ongoing	High	Release time for the SENDCo to review and update provision mapping	Termly
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, SEMH, Autism, Sensory/Physical	SENCo to audit staff knowledge / skills to inform the delivery, coordination and commissioning of teachers and support staff training to address individual pupil needs as required.	Autumn, Spring and Summer terms	High	CPD for AH and SpTA	Ongoing

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Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	High when requested	Not applicable	Ongoing		
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicized on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Complete – parents can use the translate link to convert to different languages.		Not applicable			
3	Review communication with parents with hearing difficulties	The school will make sure that all communication with parents with hearing needs is by email and that any emergency message is by text.	Ongoing	High when HI needs arise				

School Accessibility Report

Improving Physical Access

Date of Audit: 17.10.2025

Findings:

1. Corridors are not clear of obstructions – no action taken as no pupils or staff with physical disability or severe vision impairments, no wheelchair users at school in the current school year. (Improving physical access – Action Plan A updated).
2. Disabled access, parking, toilet and changing facilities in place and in good working order (shower room in process of repairing the toilet flush).
3. Access to The Lodge – No access for people with physical disability or severe vision impairments, wheelchair users - no action taken as no pupils or staff with physical disability or severe vision impairments, no wheelchair users at school in the current school year. (Improving physical access – Action Plan A updated).
4. Access to the sport fields – easy access from every classroom. During breaks or lessons there are always staff available to support or advise. (Improving physical access – Action Plan A updated).
5. Access to the planters – there is no hard surface path leading to the planters or vegetable garden area. Wheelchair users will need support. No obstruction for people with other physical disabilities. (Improving physical access – Action Plan A updated).
6. Wildlife garden area – there is no hard surface path leading to the wildlife garden area. Wheelchair users will need support. No obstruction for people with other physical disabilities but advised assistance in the pond area for pupils with severe vision impairments. (Improving physical access – Action Plan A updated).
7. Access to the school animals – easy access from every classroom or outside areas. Children with physical disability would need assistance if they would like to feed chickens, goat feeding not advisable due to the H&S. (Improving physical access – Action Plan A updated).

Improving Curriculum Access – In place and termly monitored by SENCo (Action Plan B – Improving Curriculum Access updated)

Improving the Delivery of Written Information – In place, no further changes needed. (Action Plan C – Improving the Delivery of Written Information updated)