Stockton on the Forest Primary School

Accessibility Plan

Policy approved by Governors:	December 2025
Signature of Chair of Governors:	
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Statement of intent

This plan outlines how Stockton on the Forest Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed using the following proforma:

Accessibility Action Plan

	Targets	Action required	Who	Timeframe	Outcome	Means of Evaluation
Increase the extent to which pupils with disabilities can participate in the curriculum.	All staff know their statutory duty and have good awareness of disability issues Ensure all staff have specific training on individual disability issues and medical/health needs	Staff training on key statutory information from the SEN Code of Practice. Accessibility plan shared. SEND and medical register shared with all staff for individual needs. Identify training needs based on individual needs and deliver to all staff	All staff Specialists where appropriate SENCO	Autumn Term and ongoing On induction As need arises	All staff will be aware of their SEND statutory duties Staff will feel confident and skilled to support children's needs.	Staff demonstrate awareness of disability issues and fulfil their statutory duties. All staff to be aware of disability issues for specific children and how to support
	For school to promote inclusion, tolerance and diversity.	Assembly and PSHE sessions. School websites. Picture news and weekly assemblies promote British values and School values to	School community	Ongoing throughout school year. Assemblies planned into calendar.	All children aware of a range of disabilities	Diversity is celebrated. Inclusion is stronger. Children do not feel isolated or bullied due to their disability.

		raise awareness.				
	Learning environment is supportive of all children's needs.	Specialist Teaching team assess and supports improvement in the visual environment to meet needs for pupils with SEN needs eg speech, language and communication needs, specific needs such as dyslexia, dyscalculia,	All Staff Specialist Teaching team to support SEND needs. Specialist teacher of the deaf	Spring term referral	All pupils will be supported to access their curriculum and learning.	Pupil and parent voice demonstrates children and their families feel their needs are being met. SENCO observations and Specialists reviews evidence supportive learning environment
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.	School trips and visits are accessible for all pupils	Trip organisers consider accessibility for pupils and attending adults are suitable. Risk assessments are considered where necessary and adjustments are made.	Trip organisers Where a risk assessment is required: DSL/DDSL Class teacher/ club leader Parent of pupil Specialist where appropriate.	Ongoing	Every child can take part in their school trips.	Trips are well attended by ALL pupils

	The sports curriculum – including enrichment days, PE lessons, Commando Joes and extra-curricular clubs – is accessible to all children	Risk assessments are considered where necessary and adjustments are made.	DSL/DDSL Class teacher/ club leader Parent of pupil Specialist where appropriate.	Ongoing	Every child can access the PE curriculum and take part in the wider offer of clubs	Children with SEND needs are able to participate in their full curriculum
	The school has suitable physical access.	Audit assessing **physical** areas for development.	Health and Safety Gov H&S council advisor SBM	**2026**	School is aware of accessibility barriers to its physical environment and will make a plan to address them.	Physical accessibility of the school increased.
Improve the availability of accessible information to pupils with disabilities.	Improve access to information for all parents.	Assess need from parent induction forms. Provide school documents in alternative formats where needed.	Health and Safety Gov School admin SBM	**2026-2027**	All parents/carers have suitable access to information	Parents/families/staff with visual impairment/hearing impairment/SEND will access information sent home e.g. texts/emails/letters

This plan will be reviewed on an **annual** basis by the governing board and headteacher. The next scheduled review date for this plan is **December 2026**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.