Accessibility plan

Stoneham Park Primary Academy

Approved by:	LAC	**Date:**	September 2026
Last reviewed on:	September 2023		
Next review due by:	September 2029		

Contents

1. Aims 2
2. Legislation and guidance 2
3. Action plan 3
4. Monitoring arrangements 19
5. Links with other policies 19

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils	Continue to monitor the Curriculum and resources needed		SENDCO and HT		Curriculum is inclusive for all children.

Improve and maintain access to the physical environment	Stoneham Park Primary School is committed to ensuring that the physical environment is accessible, welcoming and inclusive for all pupils, parents, carers, staff and visitors with disabilities. The school continually reviews and adapts its environment to meet individual needs and remove barriers to participation wherever possible. Adaptations and provisions include: • Lift access to ensure pupils, staff and visitors can reach all areas of the school where required. • Wide corridors, doorways and circulation spaces to support wheelchair users and those using mobility aids. • Designated disabled parking bays located close to the main entrance to improve accessibility for visitors and families with disabilities.	• Conduct regular accessibility audits of all entrances. • Install clear signage directing visitors to accessible entrances. • Include accessibility information in school visitor information and on the website. Maintain and service lifts in accordance with statutory requirements. • Ensure staff know emergency evacuation procedures for lift users. • Monitor lift accessibility and address faults promptly. • Consider lift access for key children. Keep corridors and access routes free from clutter and obstructions. • Review classroom layouts to	HT, SENDCO and site manager		• All pupils, staff, parents, carers and visitors with disabilities are able to access the school site safely and independently wherever possible. • Accessible entrances, ramps and pathways are consistently available, well maintained and free from obstruction. • Lift access is operational and enables access to all required areas of the school.

	• Accessible toilet facilities, including disabled toilets and changing facilities, designed to meet a range of personal care needs. • Flexible classroom seating arrangements that can be adapted to accommodate mobility equipment, sensory needs or specific physical requirements. • Sensory circuits tailored to specific childs needs • Height-accessible resources, within class and school and learning materials positioned to allow independent access for wheelchair users. • Adaptations to educational visits, residential trips and extracurricular activities to ensure that all pupils can participate safely and successfully.	support wheelchair and mobility aid users when needed. Ensure accessible parking bays are clearly marked and maintained. • Monitor use of bays to ensure they remain available for those who need them. • Review signage and routes from parking areas to school entrances. • Consult with disabled visitors, families and staff regarding accessibility needs. Maintain disabled toilets and hygiene room/changing facilities to a high standard. • Ensure facilities remain accessible and unlocked when required. • Provide appropriate equipment and adaptations where needed. • Regularly review individual			• Corridors, doorways and circulation spaces allow wheelchair users and those using mobility aids to move around the school safely. • Designated disabled parking bays are clearly marked, appropriately located and available when needed. • Accessible toilet and changing facilities meet the personal care and hygiene needs of pupils, staff and visitors.

	• Accessible pathways around the school site to support safe movement between classrooms, playgrounds and other facilities. • Individual risk assessments and environmental adaptations are implemented where necessary to meet the needs of specific pupils, including specialist furniture, adapted workstations, sensory supports or medical equipment. • Consideration is given to lighting, acoustics and classroom layouts to support pupils with sensory, visual or hearing impairments. • We have asked parents with Autistic Spectrum Diagnosis / additional needs to review the classrooms and taken on board advice that has been given. • Adaptations made to residentials	care plans to ensure facilities meet pupils' personal care needs.			• Feedback from pupils, families, staff and visitors indicates that the physical environment is accessible and inclusive. • The school continues to meet its duties under the Equality Act 2010 and Accessibility Plan requirements

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• Clear signage is used throughout the school to help pupils, families and visitors navigate the site. • The school works closely with parents, carers and external professionals, such as Occupational Therapists and Physical Disability Services, to identify and implement any additional adaptations required. • Employment of staff who have expertise. E.g Utility etc					

Improve the delivery of information	Stoneham Park Primary School is committed to ensuring that information is accessible to all pupils, parents, carers and visitors. We recognise that individuals have different communication preferences and needs, and we provide information in a variety of formats to support understanding and engagement. This includes: • Clear and consistent internal signage throughout the school, using both text and visual symbols to support navigation and independence. • Assistance with completing paperwork and accessing services where families may require additional support. • Large print versions of letters, policies and learning resources where required. • The use of visual timetables, now-and-next boards, task-	-Review signage across the school to ensure consistency and accessibility. • Use clear language, Widgit symbols and visual cues on key signs. • Ensure signs are positioned at an appropriate height and are easy to read. Offer support for families who require assistance completing forms or applications. • Signpost families to relevant local services and support agencies. Embed visual supports within all classrooms where appropriate. • Provide staff training on effective use of visual supports. • Monitor implementation through learning walks and classroom observations. • Review individual pupils' needs and adapt visual supports accordingly.	HT, SENDCO, and Admin team, teachers		• Signage throughout the school enables pupils, families, staff and visitors to navigate the site independently and confidently. • Families who require additional support with paperwork or accessing services are able to obtain timely and appropriate assistance. • Accessible formats, including large print resources, are available when required

	management boards and pictorial cues within classrooms to support understanding and reduce anxiety. • Regulation stations in the corridors • Children are introduced to and learn Makaton from Reception, promoting inclusive communication across the school community (as of Sept 2026) • The use of Widgit symbols and other visual communication systems to support comprehension and independence. • The use of Clicker- Training supplied to staff • Pictorial and symbolic representations used in learning resources, displays, routines and communication materials.	Establish regulation stations in key areas of the school. • Provide resources to support emotional regulation and self-management. • Train staff and pupils on their purpose and use. • Monitor usage and maintain resources regularly. Use Widgit symbols consistently in classrooms, displays, communication boards and key documents. Observe implementation of Makaton in Key class. Provide training for all relevant staff on Clicker. • Identify pupils who would benefit from assistive technology. • Integrate Clicker into classroom practice and interventions. • Monitor pupil progress and			and used effectively by pupils and families. • Visual supports are embedded consistently across classrooms and learning environments. • Pupils who benefit from visual supports demonstrate increased independence, understanding of routines and engagement in learning. • Regulation stations are used appropriately and contribute

	• The use of social stories, comic strip conversations and personalised visual supports to prepare pupils for changes, transitions and new experiences. • Digital communication through email, the school website, online learning platforms and parent communication apps. • Information provided in digital, audio or video formats where appropriate to meet individual needs. • Annual reviews can be held in person or online • Online communication with parents- keeping them up to date with what is happening within school. Instagram/ school website • Opportunities for information to be explained verbally to parents and carers who may	staff confidence in using the software.			to improved self-regulation and reduced anxiety for pupils. Widgit symbols are used consistently to support understanding, communication and independence. • Staff demonstrate confidence in creating and using visual communication resources and assistive technology. • Clicker is used effectively to support pupils'

	find written communication challenging. • Use of plain English and accessible language in school communications to ensure information is clear and easy to understand. • Translation support and translated documents can be accessed where required for families who speak English as an additional language. • Use of EMTAS • Use of AP where required. • Regular communication with LA and caseworkers. • Individual communication plans are developed for pupils with significant communication needs, informed by advice from Speech and Language Therapists and other professionals. • Assistive technology, including Clicker and speech-to-text or				communication, literacy and written recording skills. • Pupil voice demonstrates that children feel supported to communicate, participate and access learning. • The school environment promotes inclusive communication for all pupils, including those with SEND, speech and language needs, and English as an Additional Language.

	text-to-speech software, is used where appropriate to support access to learning and communication. • Staff receive training in a range of communication approaches to support pupils with SEND, including Makaton, visual communication strategies and autism-friendly communication techniques. • Parents and carers are encouraged to discuss any accessibility requirements with the school so that reasonable adjustments can be made to ensure information is fully accessible. Stoneham Park Primary School continually reviews its communication methods and works in partnership with pupils, families and external professionals to ensure information is				

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	accessible, inclusive and responsive to individual needs.					

Offer additional support to meet the needs of young carers and their families	Stoneham Park Primary School recognises that some pupils may have additional responsibilities at home as young carers and that families may face a range of challenges that can impact on a child's education and wellbeing. We are committed to working closely with families to provide flexible, accessible and personalised support. This support may include: • Early identification of young carers and signposting families to appropriate local services and support networks. • A designated member of staff who can provide pastoral support and act as a point of contact for families, Well fare lead. • Regular communication between home and school to ensure that any emerging		Train staff to recognise potential indicators of young carers. • Refer families to local Young Carers services and support organisations/ local offer. • Undertake home visits where attendance at school meetings is a barrier. • Follow safeguarding and lone-working procedures.	Pastora lead, HT, SENDCO		• Young carers are identified early and recorded appropriately on school systems. • Families are aware of, and have access to, relevant local support services and young carers' organisations. • Identified pupils report feeling supported in school through pupil voice, surveys, or review meetings. • A designated Welfare Lead is known to families and pupils and acts

	needs are identified and addressed promptly. • Flexible arrangements for meetings with parents and carers, including online parent consultation appointments, telephone calls and virtual meetings where appropriate. • Home visits by school staff where these are required to support engagement, transitions or attendance. • Additional emotional wellbeing support for pupils through nurturing relationships, pastoral interventions and access to external agencies where appropriate. ELSA/ RAINBOW GROUP • Support with school transitions, ensuring that pupils and families feel prepared and informed during periods of change.					as a consistent point of contact. • Concerns raised by families are responded to promptly and appropriate support is put in place. • Regular communication is maintained between home and school, with agreed actions recorded and reviewed. • Parent and carer attendance at meetings improves through the use of flexible appointment arrangements.

	• Assistance with completing paperwork and accessing services where families may require additional support. • Close collaboration with health professionals, social care teams and other agencies to ensure coordinated support for families. • Adaptations to educational visits, residential trips and extracurricular activities to ensure that all pupils can participate safely and successfully. • Individual risk assessments and reasonable adjustments for pupils with medical, physical, sensory or learning needs during off-site activities. • Financial support and signposting to funding opportunities where cost may present a barrier to					• Families report that communication with the school is accessible, supportive, and responsive.

	participation in school activities. • Access to translated information, alternative communication methods and additional support for families with English as an additional language or communication differences. EMTAS • Sign posting to the Local oOffer • Flexible approaches to communication, recognising that some parents and carers may prefer face-to-face meetings, telephone conversations, emails or digital communication. • Opportunities for parents and carers to contribute to planning and reviewing support for their child through regular meetings and person-centred approaches.					

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Inclusion lead.

It will be approved by the LAC committee and the Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Allergy policy
- Supporting pupils with medical conditions policy
- Individual risk assessments

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms