



Accessibility Plan 2023 - 2026

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that "schools cannot unlawfully discriminate against pupils on the grounds 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 Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Stonebow Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Stonebow Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

Review of the Plan

The Accessibility Plan will be reviewed every three years and therefore the current plan will be reviewed in 2026.

School: Stonbow Primary School		Accessibility Plan			Date: Dec 2023	
Area for improvement	Action to take	Resources	Responsibility	Timescale	Monitoring	
Access to and participation within the curriculum:						
To increase the extent to which disabled pupils can participate in the school curriculum						
Our aim at Stonebow is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.						
To liaise with Nursery providers and onsite pre-school provision earlier and more frequently to review potential intake for each year.	To identify pupils who may need additional to or different provision for the start of the year.	Procedures Equipment Teacher/SENCo time	HT EYFS teacher SENCo	Ongoing from the summer term each year.	During the summer term staff from Stonebow and pre-school providers will meet and liaise. To carry out learning walks to identify children's needs and resources required to support smooth transition into EYFS.	
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010	Time	HT All staff	Ongoing	All policies clearly reflect inclusive practice and procedure.	

<p>To establish close liaison with parents.</p>	<p>To ensure collaboration and sharing between school and families. On entry to EYFS home visits are carried out and parental feedback is taken.</p>	<p>Time</p>	<p>HT FS Team All Staff</p>	<p>Ongoing</p>	<p>Clear collaborative working approach.</p>
<p>To establish close liaison with outside agencies for pupils with on-going needs.</p>	<p>To ensure an appropriate action plan is in place.</p>	<p>Time Resources</p>	<p>All staff involved with the child</p>	<p>Ongoing</p>	<p>To evaluate the action plan has been reviewed.</p>
<p>To ensure full access to the curriculum for all children.</p>	<ul style="list-style-type: none"> • CPD for staff involving outside agencies where necessary. • Providing a scaffolded or differentiated curriculum as necessary with appropriate resources. • Trained support staff support. • Multimedia activities. • Use of interactive ICT equipment if required. • Specific strategies and equipment sourced from specialist teaching services. 	<ul style="list-style-type: none"> • Time • Equipment • Specialised equipment • furniture 	<p>All staff</p>	<p>Ongoing</p>	<p>To monitor progress children are making.</p>

<p>To finely review attainment of all SEND pupils.</p>	<ul style="list-style-type: none"> • SENCo and class teacher meetings. • School SEND Support plans written by class teachers in collaboration with parents. • Pupil progress meetings. • Scrutiny of assessment system. • Regular liaison with parents. 	<p>Time Send Support Plans</p>	<p>All staff</p>	<p>Termly</p>	<p>Progress made/achieved SEND Support plan targets.</p>
<p>To promote the involvement of children with SEN in discussions/activities.</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing where appropriate:</p> <ul style="list-style-type: none"> • Wheelchair access • Support for visually impaired children • Appropriate technology • Staff training • Individualised resources to aid children in order to motivate and aid the learning process • To take account of the variety of learning styles when teaching. 		<p>Whole school approach</p>	<p>Ongoing</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and delivery of lessons.</p> <p>Ensuring that the needs of all children with needs, parents and staff are represented within the school.</p>

To deliver findings to the Governing Body.	Update from SENDCo in Governors Meetings.	Time	HT SENCo SEND Gov	Annually Termly SEND Governor and SENCo meetings	Governors fully informed about SEN provision and progress.
Access to the physical environment					
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.					
To continue improving the physical environment of the school.	Taking into account of the needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and more accessible facilities and fittings.	Time	SLT	Ongoing	Reasonable adjustments made to enable needs to be met.
Ensure visually stimulating environment for all children.	Displays are appropriate and relevant taking into account the needs of the pupils.	Time Resources Furniture	All staff	Ongoing	Learning walks taken by SLT.

Ensuring all pupils and adults with a need or disability are able to access the physical environment.	<ul style="list-style-type: none"> • Make sure all children with a need or disability have the appropriate SEND support plan, behaviour plan or appropriate access arrangements being made. 	Questionnaire time	All staff Children Parents/carers	Summer Term	Reasonable adjustments made to enable needs to be met.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	<ul style="list-style-type: none"> • To liaise with parents. • To liaise with external agencies. • To identify training needs. • To make sure an appropriate area is provided. 	Questionnaires Time	HT SENCo	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the environment.
To ensure the car park and paths around the school are as safe as possible.	Communication with parents/pupils/staff	time	SMT	Ongoing	All incidents are recorded appropriately.
Access of information					
To improve the delivery of information for disabled pupils and parents.					
To review children's records ensuring schools awareness of any disabilities.	<p>Information collected for all children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings. • Annual reviews. • SEN Support Plan meetings. 	Training Time resources	HT All staff Office staff	Ongoing	All school staff aware of disabilities of children in their classes.

	<ul style="list-style-type: none"> • Medical forms updated annually for all children. • Behaviour Plans. • Significant Health Problems - children's photos displayed in the medical room and staffroom. 				
School record systems to be reviewed and improved where necessary. (Records on Simms/ class information)	Record keeping system to be reviewed and kept up to date.	Time Data sheets	Parents Office staff Teachers	Continual review and improvement	Effective communication monitored through SIMS, My Concern and meetings with parents.