



Accessibility Plan 2025 - 2028

The purpose and direction of the school's plan: vision and values

Under the Equality Act 2010 schools should have an Accessibility Plan. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. 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:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Stoke Prior First School is committed to setting high expectations and to providing the best possible opportunities for every child. We provide a caring, secure and stimulating environment in which every child will feel happy and confident to achieve his/her best and to enable them to pursue their goals and ambitions through life. We expect disabled pupils to participate and achieve in every aspect of school life.

Vision and Values Aims for 2025 - 2028:

- To ensure that all staff and governors, particularly those new to the school, understand and share the vision and values underpinning the work of the school.
- To continue to remind staff of key duties towards disabled pupils and of the responsibility to remove barriers to learning for disabled pupils.

Monitoring and Training

Effective liaison with parents, outside agencies and pre-school providers ensures that children with disabilities are known to us before they start school enabling us to plan for them right from the start. Whilst in school, all staff are aware of the needs of SEN and Disabled pupils in the school. Progress and attainment of individual children is tracked carefully. Outside agency staff also monitor specific children and review them when necessary. All children are included in every aspect of school life, both in the formal curriculum and activities beyond. Staff are kept up-to-date with training which reflects the need of our school and pupils.

Aims for 2025 - 2028:

- To continue to anticipate the needs of future pupils and their families.
- To continue to develop inclusive classrooms and facilities.

Views of those consulted during the development of the plan

The school works closely with parents and takes account of their views and aspirations. We listen carefully to the views, ideas and concerns expressed by pupils and act as appropriate. All staff and governors are involved in the development of the plan and the Local Authority and other organisations will be consulted for support where needed.

Aims for 2025 - 2028:

- To continue face-to-face consultation with individual parents and children.
- To continue to seek additional guidance from relevant agencies as needed.

Aims and Objectives

Increase Access to the Curriculum for Pupils with a Disability

The needs of individual pupils are always considered when planning, delivering and assessing all aspects of the curriculum so that every child can participate and achieve their best.

Aims for 2025 - 2028:

- To continue to ensure that written policies reflect good practice and are updated in line with the cycle of policy review in the School Development/ Improvement Plan.
- To continue to identify any barriers to participation for disabled pupils who join the school, seeking advice from relevant support agencies and previous settings.

Improve and Maintain Access to the Physical Environment

There are numerous ramps into the building, with corridors and doorways being wide enough for wheelchair access. We have a disabled toilet that meets the regulations, and we have assigned disabled parking spaces close to the school entrance.

Aims for 2025 - 2028:

- To continue to follow the advice from support services, provide and use any specialised equipment required for pupils who join the school.
- For staff to access training on how to allow full use of the whole school environment by all pupils.

Improve the Delivery of Written Information to Pupils

Information, worksheets and other written materials are differentiated. Specific language, Signalong, pictures, symbols, photographs, visual timetables, cue cards, task management boards, etc. are used as appropriate.

Aims for 2025 - 2028:

- To continue to provide a range of written material in different formats where necessary.
- To continue to seek help from relevant support services if more specialised formats or resources are required.

Management, Co-ordination and Implementation

The Governing Body takes responsibility for the school accessibility plan and reviews its progress every 3 years. Progress and attainment of disabled pupils is reviewed and the extent to which disabled pupils participate in the school curriculum and wider activities is monitored as part of the school's self- evaluation process. The Curriculum and Standards Committee discusses any difficulties that emerge with the physical environment and the Finance Committee consider the budget planning needed to make any necessary adjustments.

This policy should be read in conjunction with:

School Development/Improvement Plan
 Asset Management Plan
 Health and Safety Policy
 Teaching and Learning Policy
 Behaviour and Anti- Bullying Policies
 Equality Policy
 Supporting Pupils with Medical Needs
 Complaints Policy
 School Information Report

The school also coordinates its work with other services and agencies, such as:

The Local Authority
 Children's Services
 Physical Disability Outreach

We liaise with these agencies as and when is needed to develop and implement the Accessibility Plan. The Accessibility Plan will be made available in written, and other formats as needed / requested, and on the website.

Accessibility Audit:

Feature	Description	Actions to be taken
Number of storeys	School is on one level	None at this time
Corridor access	Corridors and doorways are wide enough for wheelchair access	None at this time
Lifts	N/A	None at this time
Parking bays	We have 2 disabled parking bays close to the school entrance	None at this time
Ramps	There are numerous ramps into the school building	None at this time
Toilets	We have a disabled toilet which meets all of the necessary regulations	None at this time
Entrances	We have ramps leading up to most entrances, where needed, and double doors for wider access	None at this time
Internal signage	Signage is appropriate for the needs of our school	None at this time
Emergency escape routes	All escape routes meet Fire Regulations	None at this time

At present there is no action plan needed for accessibility in Stoke Prior First School.

PERSON(S) RESPONSIBLE:	A Paisley
DATE POLICY AGREED:	April 2025
TO BE REVIEWED BY:	April 2028
DISTRIBUTION:	Staff / Governors / Website