



Accessibility Plan 2023 - 2026

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I. 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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

School Ethos, Vision & Values

At Stanley St Peter's School, we are committed to ensuring equality of education and opportunity for pupils with disabilities, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against pupils with disabilities.

The achievement of pupils with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of people with disabilities with any form of impairment.

This school uses the "social model" of disability, as the basis for its work to improve equality for and tackle discrimination against people with disabilities. This model says that it is the world and society that creates barriers that limit or prevent people with disabilities from enjoying the same opportunities as people who are not disabled.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

How People with disabilities have been Involved in the Scheme

Stanley St Peter's recognises the importance of involving people with disabilities fully in the development of our Disability Equality Scheme. We have involved people with disabilities in the following ways:

Pupils with disabilities:

We have identified our pupils with disabilities.

We have organised events to promote understanding, and assist friends in helping their classmates with disabilities.

Staff with disabilities:

We have asked all staff to identify any barriers that affect them and how we can plan to overcome them. Individual staff with requirement for reasonable adjustments may be referred to Occupational Health so that school can be advised on what will make the most positive difference to their work.

Parents/carers with disabilities:

We have given all parents/carers a questionnaire to identify any barriers and help us identify how we can improve the way we meet their needs.

The school does suffer from being an old building where access is still an issue to the top corridor of school. We support wheelchair users as best we can, given the limitations of the building.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 non-pupils with disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Accessibility Plan Code

C. Increase access to the curriculum for pupils with a disability

E. Improve and maintain access to the physical environment

I. Improve the delivery of written information to pupils

Objectives	Accessibility Planning Code (C,E,I)	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
To improve provision for pupils with SEND	C, I	Audit of experience, training and confidence and CPD needed.	SENDCo	Sept 2024	Audit Training
To improve the provision of ICT equipment for	C, I	Teachers to be given opportunities to watch an	SENDCo	Sept 2024	Evidence of ICT equipment being used in lessons more

pupils with SEND		outstanding practitioner use ICT in lessons.			effectively in termly lesson observation.
To ensure smooth transition of all pupils with SEND	C, I, E	Consistent layout of the classroom displays and focus on environment to ensure accessibility for children with a range of learning/behavioural/physical needs. One Page Profiles. Transition of information to secondary and visits. Meetings with secondary staff. EYFS home visits. Stay and play sessions. Regular safeguarding meetings to discuss children at risk.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Written annually Secondary SEN days	Class teachers SENDCo EYFS Staff DSL team	Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils. One Page Profiles Meetings timetabled Minutes of safeguarding meetings
To improve pupil voice for children with SEND at school	C	SEND pupils to be on school parliament	School parliament lead	Ongoing	SEND pupils on school parliament

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

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
- Supporting pupils with medical conditions policy