



# Stanton St Quintin Primary School

## Accessibility Plan

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## Statement of intent

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing board of [Stanton St Quintin Primary School](#) to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils

- The Executive Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils.

## Planning duty 1: Curriculum and Provision

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short Term</b>  <b>1-2 years</b>	Curriculum meets the needs of all children	Review access to learning – QFT to reflect disabilities and needs of children	All staff and Governors	Sept 21 - 2023	A well planned curriculum is in place that meets the needs of all children, particularly ensuring progression and continuity within mixed age classes	<b>July 2023</b>
	Staff awareness, knowledge and understanding of children with specific needs	Appropriate CDP for staff in SEND areas of needs	SENCO and external support as appropriate	Sept 21 -2023	All staff are able to adapt teaching and learning approaches to ensure accessibility of learning for all children.  Children are well	<b>July 2023</b>

					supported and are able to flourish.	
	<p>Computing hardware old and unreliable.</p> <p>IT provision does not fully support accessibility.</p>	<p>Review and strategically plan for replacement of laptops in KS2 class</p>	<p>EHT/HoS/Bursar F and R</p>	<p>Sept 21 – Sept 22</p>	<p>Children where IT will support accessibility to the curriculum and learning will be readily available and need the needs of children.</p>	<p><b>July 2022</b></p>
<p><b>Medium Term</b> <b>1-4 years</b></p>	<p>Ongoing review of specific needs, taking into consideration in year high mobility and increasing EAL</p>	<p>Early identification of needs.</p> <p>Using in school expertise and accessing external support and provision from LA – ETMAS</p> <p>Strong relationships and effective signposting to support families both at home and</p>	<p>All staff and Governors in partnership with external agencies</p>	<p>Sept 21 - 2025</p>	<p>Children are well supported and are able to flourish.</p> <p>Families are well supported, particularly those considered as disadvantaged.</p>	<p><b>July 2025</b></p>

		school				
	Curriculum values and diversity. School community recognises that each member is unique and as such adaptations are made to support.	Curriculum and behaviour monitoring through pupil voice  Restorative approach is reflected in policy and practice.	RSHE Led HoS/EHT  Governors Staff Wider school community	Sept 21 - 2025		<b>July 2025</b>
<b>Long term 4 years +</b>	Curriculum provision review cycle	Strategic review cycle – identify next short and medium term priorities addressing local and national drivers and needs.	Governors Staff	September 2025	Well planned provision including curriculum meets the needs of all children, particularly ensuring progression and continuity within mixed age classes	<b>July 2029</b>

## Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short Term</b>  <b>1-2 years</b>	Children with physical disabilities access school buildings and all areas	Audit of physical environment Necessary Construction work undertaken	School business manager/building contractors  Governors	September 21	School buildings and grounds are fully accessible	<b>September 21</b>  All areas of school are accessible to school community. Explore further exits in Nile Class – external fire door.
	Toilets are	Handrails installed	Bursar/Premises	September 21	Access to toilets is	July 22

	accessible		lead. F and R Gov Committee		increased	Handrails installed in disabled toilets as per DDA Consider improvement of accessibility of toilets now Nursery open Sept 20
<b>Medium Term</b> <b>1-4 years</b>	Learning environment of pupils with visual impairment is accessible	Incorporation of appropriate colour schemes within planned refurbishment	Bursar/Premises lead. F and R Gov Committee	September 21	Learning environment is accessible to pupils with visual impairments	<b>Autumn 2023</b>
<b>4 years +</b>	Mobile classrooms within school ground – temp and permanent	Explore opportunity for main school extension as school numbers and class numbers increase	HoS/EHT Bursar/Premises lead. F and R Gov Committee	September 23	School buildings are integrated within the main building	September 2025

## Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers

	Issue	What	Who	When	Outcome criteria	Review
<b>Short Term</b> <b>1-2 years</b>	Management staff know whether school information is accessible or not	Audit of information delivery procedures	HoS/EHT/School Bursar	July 21	School is aware of accessibility gaps to its information delivery procedures	July 22
	Written information is accessible	School seeks advice from external advisors – ETMAS/Barracks/SEND/ IT support for immersive reader	HoS/EHT	July 21	School is aware of local services for converting written information into alternative formats	July 22
<b>Medium Term</b> <b>1-4 years</b>	Written information is accessible to pupils with visual impairments	Provide written information in alternative formats  Incorporate appropriate colour schemes when refurbishing (to benefit	SENCO/ICT manager	July 21	Written information is fully accessible to children with visual impairments	July 2025

		pupils with visual impairments) and install window blinds				
	School website is accessible to children with SEND	Audit of website	EHT/HoS	September 21	Website is fully accessible	July 2024
<b>Long term</b> <b>4 years +</b>	Information sharing review cycle	Strategic review cycle – identify next short and medium term priorities addressing local and national drivers and needs.	Governors Staff	September 2025	Effective provision for information sharing ensures all stakeholders are consulted/informed of school priorities and actions.	<b>July 2029</b>