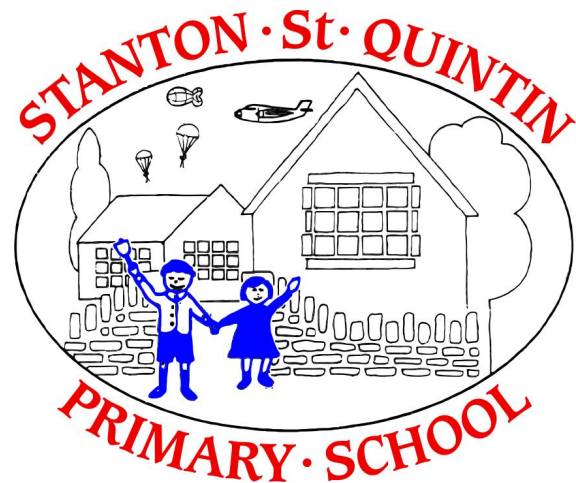




Stanton St Quintin Primary and Nursery School

Accessibility Plan

Updated November 2025

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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 and Nursery 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 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, and where the school has undergone any refurbishment.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short Term	Staff members ensure the curriculum is accessible for all children	Audit of curriculum	Headteacher/ teachers/SENCO	Autumn 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum and plans made to address School trips take into account pupils with SEND	Completed
	Staff members have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Autumn 2022	Staff members have the skills to support children with SEND – on track and on going	On going with staff changes and mobility of pupils. High quality Induction together and working with external agencies ensures staff have access to appropriate CPD.

Medium Term	Curriculum and extra curricular activities response to changing needs of school cohort	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Autumn 2022	Planning of school trips takes into account pupils with SEND – extended extra curricular offer from Sept 23	Summer 2024
Long Term	Forward planning and focussed CPD ensures curriculum is responsive to needs of all children and ensures access to all lessons	Provide tablets and other adjustments to pupils with SEND	Headteacher/ICT Manager/SENCO	Autumn 2020	Pupils with SEND can access lessons – provision continually reviewed	Spring 2027

Planning Duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short Term	The school's physical environment is accessible to all	Audit of physical environment	Governors	March 22	School is aware of accessibility barriers to its physical	Complete. Risk Assessments and involvement with H and S Team

	stakeholders				environment, and will make a plan to address them	support in ensuring grounds meets needs and mitigates risk.
Medium Term	Learning environment of pupils with visual impairment is accessible	Incorporation of appropriate colour schemes	School business manager	July 22	Learning environment is accessible to pupils with visual impairments	Autumn 2024 – on going and adapted as appropriate.
Long Term	Children with physical disabilities access school buildings and all areas	Feasibility and construction work undertaken	School business manager/building contractors	September 22	School buildings are fully accessible	Autumn 2025 - on going and adapted as appropriate.

Planning Duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short Term	Management staff know whether school information is	Audit of information delivery procedures	SENCO/ICT manager	Autumn 2022	School is aware of accessibility gaps to its information delivery	Summer 2026

	accessible or not				procedures	
	School does makes written information accessible	School seeks advice from external advisors	SENCO	Autumn 22	School is aware of local services for converting written information into alternative formats – as need arises	Summer 26 – ensuring website compliance
Medium Term	Written information is accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	Summer 22	Written information is fully accessible to children with visual impairments – as needs arise	Summer 2026- and ongoing
Long Term	School website is accessible to children with	Audit of website	ICT manager	Summer 22	Website is fully accessible	Summer 2026 – see above.

	SEND					
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