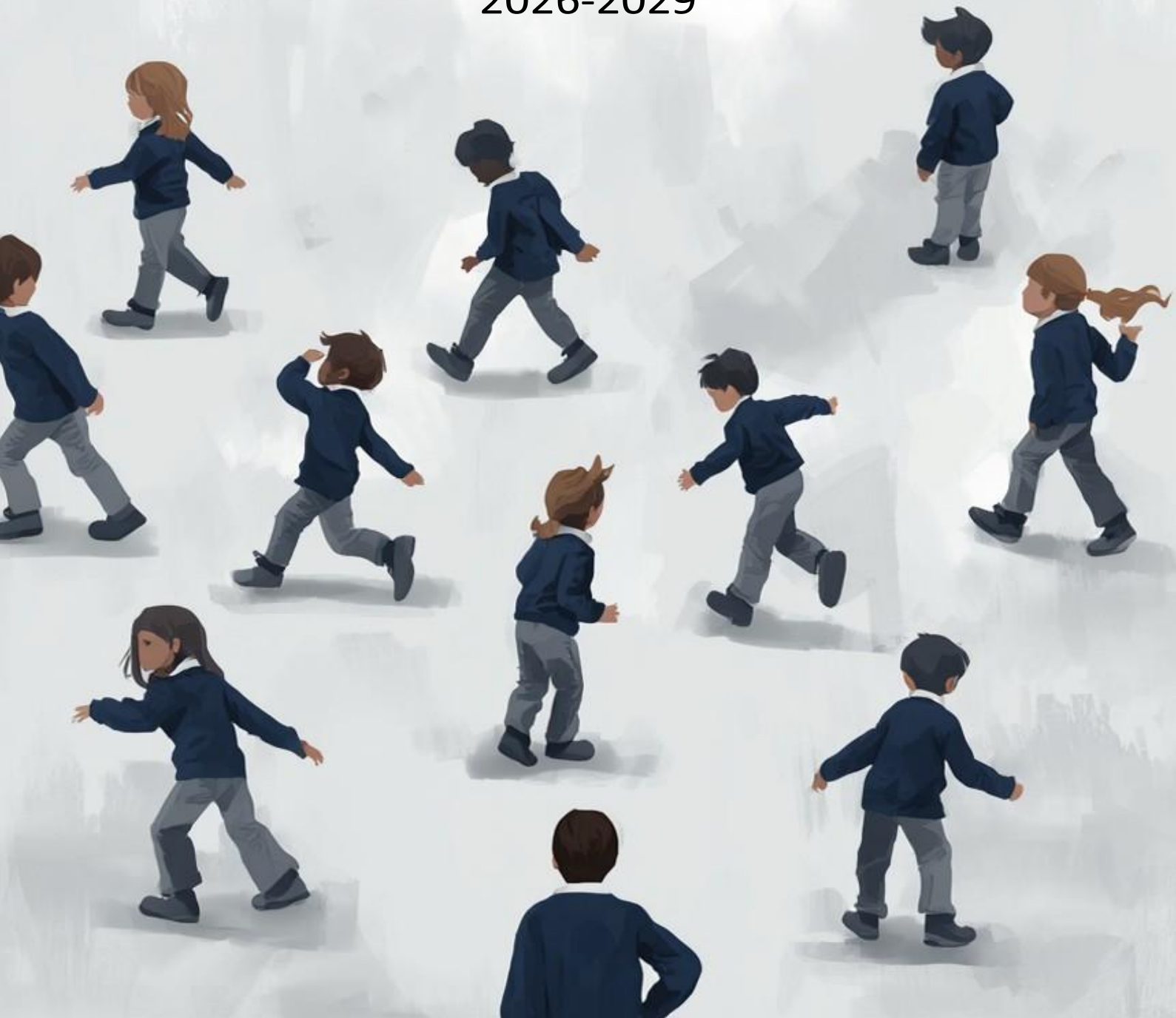


# Accessibility Plan

**Stakeford Primary School**

2026-2029



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## School Ethos and Vision

At Stakeford Primary School we believe that each individual child is special and deserves to be valued in a happy, secure and caring learning environment.

We aim to recognise all children's abilities and attributes, and support them in reaching their full potential, helping them to shine.

We aim to work closely together with parents, carers and families, for the benefit of all our children, in an open and friendly atmosphere.

We aim to deliver a stimulating and challenging curriculum, which is meaningful to all our children and will encourage them to become self-motivated, independent learners.

We believe all our children should feel proud and important members of our school family and community, taking responsibility for themselves and their surroundings and showing consideration for each other.

We expect high standards of behaviour and encourage honesty, kindness and cooperation.

## Policy Rationale

The purpose of this plan is to show how Stakeford Primary School intends over time to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.



## Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

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.

You can read more about substantial and long-term effects [here](#).

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and these are also published on the school website.

## Objectives

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as any other pupils; (If a school fails to do this they are in breach of their duties under the Equality Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.



## Contextual Information

Stakeford Primary School is a one form entry primary school serving the villages of Stakeford, West Sleekburn and Bomarsund. We have 165 mainstream pupils from Nursery to Year 6 and 26 full and part time staff members.

The school consists of the main building which contains all classrooms, an external garden room used as an Early Years classroom and a separate external school hall. All buildings are single story and the main building and hall are fully accessible.

Many pupils with quite complex medical needs are attending mainstream settings now and staff will receive training from Health professionals to carry out procedures as and when this is required.

From time to time we have children with disabilities and have developed the school building accordingly:

- The accessible toilet/hygiene room in the main building including a large changing bed.
- A further accessible toilet and separate shower facility in the new school hall.
- Ramps to the two main entrances to ensure wheel chair access.
- Internal doors have been widened to specific areas to facilitate wheelchair access.
- All doors are painted in a darker colour to ensure visually impaired children can see the openings
- We offer all policies and documentation in larger text to parents who are visually impaired should they require it.
- An allocated parking space for the parents of disabled pupils is provided.
- Access into school from the parking space is level with no obstacles.

All staff are aware of the needs of individual children and have regular training to support the needs of children in school, e.g. physiotherapist training for disabled pupils. Work with healthcare workers to support toilet training etc. New staff will have an induction meeting about children's needs.

All children in school are included. Disabled children are encouraged to take a full and active part in school life, e.g. sport's day, performing in concerts, educational visits etc. support is given to children who cannot attend school for medical reasons e.g. home tuition. Afterschool clubs are available for all children.

We have policies in place and a named person to administer medicines and care. We have a strong Anti-Bullying Policy to ensure all children feel safe and included.



## Current Disabilities (2026)

The school supports children with a wide range of disabilities, which include:

- Moderate and specific learning difficulties including, speech and language acquisition, dyslexia and dyscalculia
- Communication difficulties
- ASD/ADHD
- Behaviour, anxiety, attachment, emotional and social difficulties
- Physical and medical conditions

Appropriate training has been provided for staff and all First Aid certificates are kept up to date. The school has a current and compliant policy for managing medical conditions in school.

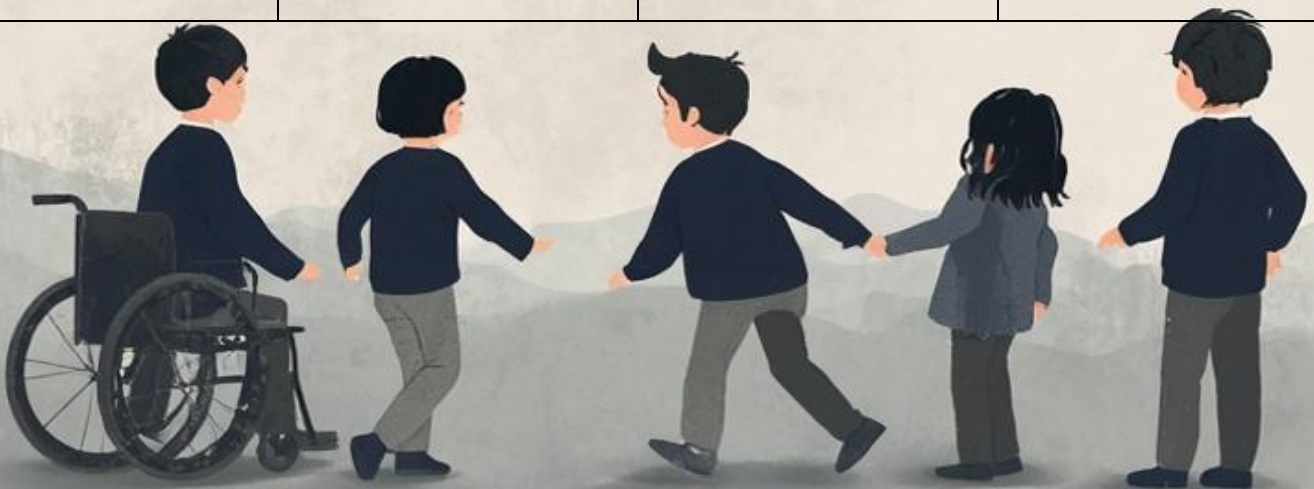
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. What follows is a table of action plans showing how the school will address the priorities identified in the plan.

We welcome and will consider any suggestions and practical improvements that are suggested to us by disabled service users and their families and carry out our audits involving all stakeholders.

## Plan for Increasing Access to the Curriculum for Disabled Pupils

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children

Target	Strategy	Timescale and Responsibility	Success Criteria
Differentiating teaching and learning in all subject areas.	To embed a whole school dyslexia friendly environment.	Headteacher and SENDCo January 2027	All children identified by the checklist as having a Dyslexia Type Profile will have improved access to the curriculum via whole class, group and individual adaptations.
Staff training to target specific conditions and disabilities in the classroom.	Specific training will be arranged for individuals and groups based on new diagnoses received by pupils.	SENDCo Ongoing	Staff knowledge and skill base will be kept refreshed, up to date and relevant to the changing and developing needs of pupils.
To develop individualised management strategies to help pupils with emotional and mental health challenges at all points in the school day.	To develop existing 'scripts' into individualised management plans to develop a common approach by all staff.	SENDCo and Headteacher Ongoing	All school staff, will be competent in the use of a range of strategies and approaches applicable to specific pupils.



## Plan for Improving Access to the Physical Environment of the School

It remains a priority to continue to improve the physical environment of the school to increase the opportunities disabled users and visitors may take advantage of the facilities we have, both indoors and outdoors. We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategy	Timescale and Responsibility	Success Criteria
To provide disabled access to the 2-year-old garden building.	Create a ramp access where there is currently a step.	Headteacher and caretaker January 2027	The new space will be ready to take disabled pupils.
To create spaces and resources for sensory stimulation and sensory deprivation.	To look at developing existing spaces within school to reduce/eliminate sensory distractions and overload both during lessons and playtimes (including lunch) and to provide sensory spaces to support ASD pupils.	SENDCo, Headteacher and SEND Governor  September 2027	Space will be provided to reduce dysregulation /provide stimulation.

## Plan for Improving the Delivery of Written Information to Disabled Pupils

Our aim is to ensure that written information that is normally provided by the school to its pupils and parents is also accessible to disabled pupils/parents. Examples might include textbooks and information about school events, school correspondence, homework, online learning and display. The information takes account of pupils' and parents' disabilities and pupils' and parents' preferred formats and will be made available within a reasonable timeframe. The school will continuously develop awareness of agencies and sources of materials to be able to make information more accessible as required.

Target	Strategy	Timescale and Responsibility	Success Criteria
Use best practice and guidance in making printed documentation accessible to children (see Appendix 1)	Adaptations are made as appropriate.	All Staff Ongoing	Best practice guidance is actively in use.
We will aim to ensure the availability of written material in alternative formats when specifically requested or when likely to make the curriculum more accessible to a child with a learning/physical disability.	The school will ensure that there is an awareness of the standards and service which can be used to aid understanding.	SENDCo, Headteacher and Office Manager Ongoing	All staff will be aware of web based and physical resources and organisations that can provide information in different languages and formats, including people who can sign.



## **Making printed information accessible.**

Resources and guidance:

[Accessible Communication Formats](#) (Government guidance)

[Creating accessible documents factsheet](#) (Abilitynet)

[Abilities and assistive technology](#) (UK Association for Accessible Formats)

[The Sensory Trust information sheet on clear and large print](#)

Audit tool for sensory preferences

If the sensory responses and preferences of Neurodiverse communities are better understood it will be possible to create shared environments that more closely meet everyone's needs. There is an online [audit tool](#) hosted by the BBC.

## **Questions we ask our pupils to find out if they feel adaptations are working and to establish which objectives we need to prioritise.**

### **What helps us to learn and be happy in school?**

(date completed – 8.6.26 )

#### **What is the perfect start to a day if we want you to feel good about learning?**

- The soft start is good;
- Self-regulation – adults ask how everyone is feeling;
- Lights out first thing;
- 10 minutes outside with equipment;
- Journal, mindful colouring, reading;
- Doodle at the start of the day;
- Morning routine e.g. days of the week song, months of the year song etc. (EYFS);
- Games to activate our brains.

#### **Think about days you feel you learn best, what are they like?**

- UKS2 prefer the end of the week as we are more awake. Monday and Tuesday are hard because we are tired;
- Afternoon lessons where we are doing practical things are the best;
- Learn better when no-one comes into the classroom and disturbs us;
- Real life tasks like in Commando Joes;
- Already knowing a bit about the topic;
- Completing projects over a few days;
- When visitors come to enhance learning e.g. rock pool school.

#### **Are there things that school has or does that help you to learn better?**

- Knowing what topic we are learning in each subject on the visual timetable;
- Practical resources (e.g. concrete resources for maths);
- Videos in lessons;
- Support mats for Maths and English;
- Support from staff - working in small groups;
- Learning through songs.

#### **What is not so helpful in the classroom and what makes things difficult?**

- People coming into lessons to speak to staff;
- Reading books on the level don't suit our age group and are not interesting;
- Writing in English can hurt our hands - typing it would be easier - just some of the time;
- Learn subjects like Geography outside the classroom when it is practical;
- Sometimes the noise;
- Busy areas in the classroom;
- Other children talking to us when we are trying to work or making noises which distract us.

#### **What could make things easier?**

- Less distraction (e.g. noise and other pupils being silly);
- Short sharp 10-minute reading throughout the day;
- Break afternoon lessons up more;
- Work in groups more often.

#### **Are there any times of the day, or things that happen in school that are difficult to manage?**

- Playground having a mix of year groups, little ones get knocked over easily;
- The lights are too bright;
- Lack of games to play outside;
- When we are tired at the start of the school day;
- Sitting for long periods.