



Stanley St Andrew's Church of England Primary School

Accessibility Plan

September 2026 - August 2029

At Stanley St Andrew's Church of England Primary School, we recognise the uniqueness of each person, young and old; all people are special and of worth in God's eyes.

Aims of the Accessibility Plan

This plan outlines how our school aims to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act 2010: curriculum, physical environment and information.

A person is regarded as having a disability under the Act where they have 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 disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability and delivery of accessible information to disabled pupils.

The school will take anticipatory and reasonable steps to avoid disabled pupils being placed at a substantial disadvantage. Reasonable adjustments, including auxiliary aids and services where appropriate, will be considered according to individual need.

The above aims will be delivered within a reasonable timeframe and in ways determined after taking account of pupils' disabilities and the views and preferences of pupils and their parents/carers.

In preparing and implementing this Accessibility Plan, the governing body will have regard to the need to allocate adequate resources to the actions identified.

Responsibilities and consultation

The governing body recognises its responsibilities towards employees with disabilities and will monitor recruitment procedures, provide appropriate support and provision, and undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils and their parents/carers.
- The headteacher, SENCO and other relevant members of staff.
- Governors.
- External partners and specialist services, where appropriate.

The headteacher and governing body will monitor implementation of the plan. Progress against the action plan will be reviewed at least annually and reported to governors.

This plan covers September 2026 to August 2029. It will be kept under review throughout this period and revised where necessary, including when pupils' needs change or when refurbishment, building works or significant changes to provision are planned.

Accessibility Audit

The school will undertake an annual Accessibility Audit covering:

- Access to the curriculum - the extent to which disabled pupils can access learning and the wider curriculum on an equal basis with their peers.
- Access to the physical environment - the extent to which disabled pupils can access buildings, outdoor spaces, facilities and services.
- Access to information - the extent to which disabled pupils can access information that is readily accessible to pupils who are not disabled.

The audit will consider a broad range of disabilities and impairments, including mobility, dexterity, visual and hearing impairments, sensory needs, neurodivergence and other hidden disabilities. Findings will identify short-, medium- and long-term actions and inform the action plan below.

Accessibility planning relates specifically to disability under the Equality Act 2010. The school recognises that disability and SEND overlap but are not synonymous; the needs of disabled pupils will therefore be considered whether or not a pupil is identified as having SEN.

Policy review

This plan has been reviewed with regard to Schedule 10 of the Equality Act 2010, current DfE publication requirements and relevant accessibility guidance.

This plan was reviewed by the headteacher in September 2026 and approved by the governing body at their meeting on 28 September 2026. It will remain in force until August 2029, subject to ongoing review and revision where necessary.

The Accessibility Plan will be published on the school website. The school will make information available in alternative accessible formats on request where reasonably practicable.

Planning duty 1: Curriculum

Priority	Issue / barrier	Action	Who	When	Success criteria	Review / evidence
Short term	Current curriculum accessibility needs to be reviewed against the needs of disabled pupils.	Complete an accessibility-focused curriculum audit, including lessons, PE, educational visits, clubs and enrichment. Record barriers and reasonable adjustments.	Headteacher / SENCO / teachers	Autumn 2026	Barriers are identified and reasonable adjustments are evident in planning and provision.	Spring 2027: curriculum monitoring, pupil/parent voice and SEND review evidence.
Medium term	Staff need current knowledge and confidence in adaptive teaching and accessibility.	Provide CPD according to identified need, including adaptive teaching, sensory needs, neurodivergence, communication and use of reasonable adjustments.	Headteacher / SENCO / external specialists as appropriate	2026-28	Staff can identify barriers and implement appropriate adjustments consistently.	Annual staff voice, monitoring and CPD evaluation.
Medium term	Assistive technology and accessible resources need to match individual need.	Audit available devices, software and resources; provide appropriate auxiliary aids, accessible texts and alternative recording methods where required.	Headteacher / SENCO	By Summer 2027; ongoing thereafter	Disabled pupils can access learning with appropriate aids and resources and participate as independently as possible.	Termly SEND reviews and pupil/parent feedback.

Planning duty 2: Physical environment

Priority	Issue / barrier	Action	Who	When	Success criteria	Review / evidence
Short term	The school needs an up-to-date picture of physical accessibility across buildings and outdoor areas.	Complete an annual accessibility audit covering entrances, routes, classrooms, toilets, signage, lighting, acoustics, outdoor spaces and emergency arrangements.	Headteacher / governor / site support as appropriate	Autumn 2026; annually	Physical barriers are identified, prioritised and recorded with proportionate actions.	Annual audit and governor review.
Medium term	The 2022 plan identified that one classroom was not accessible to pupils with physical disabilities; the current position must be reassessed.	Confirm whether this barrier remains. Where it does, identify reasonable organisational measures and seek advice on feasible physical adaptations, considering current DfE inclusive-estates guidance.	Headteacher / governing body / LA or property advisers	Initial review Autumn 2026	No pupil is prevented from accessing education because of classroom allocation; feasible longer-term adaptations are identified and costed where required.	Review Spring 2027 and following any estate works.

Long term	Accessibility should be considered whenever premises changes are planned.	Build accessibility into maintenance, refurbishment and procurement decisions and consult relevant pupils/parents where individual needs are affected.	Headteacher / governing body	2026-29 ongoing	New works and purchases do not create avoidable barriers and, where possible, improve accessibility.	Reviewed with premises planning and annually through this plan.
-----------	---	--	------------------------------	-----------------	--	---

Planning duty 3: Information

Priority	Issue / barrier	Action	Who	When	Success criteria	Review / evidence
Short term	School information should be available in formats that meet the needs of disabled pupils and families.	Audit key pupil/parent information and establish a clear process for providing alternative formats such as enlarged print, electronic copies, simplified/pictorial formats or other reasonable formats on request.	Headteacher / SENCO / administration staff	Autumn 2026	Requests for accessible information are identified and met within a reasonable timeframe.	Annual review and feedback from pupils/parents.
Medium term	Website accessibility and digital information require ongoing review.	Review key website content and uploaded documents for accessibility; use clear structure, meaningful headings and accessible document formats wherever practicable.	Headteacher / website administrator	By Summer 2027; ongoing	Key statutory and parent-facing information is accessible and alternative formats can be provided where required.	Annual website compliance review.
Long term	Individual communication needs can change over time.	Use pupil and parent voice, SEND reviews and professional advice to identify communication or information-access needs and implement appropriate adjustments.	SENCO / class teachers	2026-29 ongoing	Disabled pupils receive information in ways that support understanding, participation and independence.	Termly/annual review according to individual need.

Review basis: Equality Act 2010, Schedule 10; DfE maintained-school publication guidance; DfE Inclusive Education Estates guidance (2026).