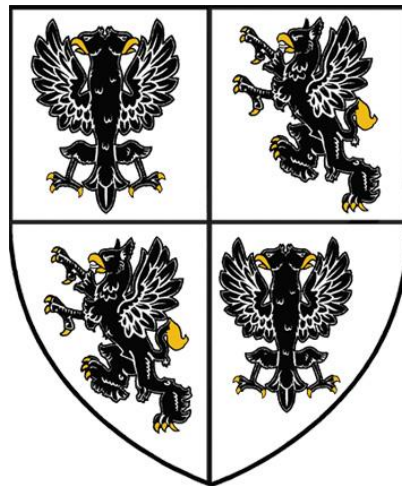




ACCESSIBILITY POLICY

2025-2026

This is a Trust policy that has been adapted to Stanley High School, referencing designated staff



Policy Approval: May 2026
Policy Renewal: October 2026

Reviewed by the LGB

The Trustees of Southport Learning Trust are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment.

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1. 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 those with accessibility difficulties can participate in the curriculum.
- Improve the physical environment of the school to enable those with accessibility difficulties to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to all.

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Education at Stanley provides much more than exam excellence. It aims to develop and nurture all students to take their place as caring and confident young people in the outside world and promote our values of Aspire, Challenge, Excel. We therefore aim to remove any barriers to learning and improve our students' access to their education allowing them to achieve their full potential.

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, including students, parents, staff and governors of the school.

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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action plan

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

Access for SEND students to the curriculum

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
Increase access to the curriculum for students with a disabilities/ accessibility difficulties.	• Our school offers a differentiated curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Curriculum resources include examples of people with disabilities/accessibility difficulties • Curriculum progress is tracked for all students, including those with a those with disabilities/accessibility difficulties • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to ensure it meets the needs of all students	On- going.	All staff- Whole School SEND Approach.	Improved progress and accessibility for SEND students.	TIME Department budgets for resources.

Curriculum access for current students with hearing problems is in place.	Alder Hey Hearing Team to ensure appropriate training is in place for staff Hearing loop system in place. Support is also on-going from Sefton SENIS hearing impairment team within school	Ongoing	SENDCO and relevant teaching staff	All students with hearing impairments can access all parts of the curriculum.	School budget
Curriculum access for current students with vision difficulties is in place	Use of laptops and enlarged print. Support is also on-going from Sefton SENIS hearing impairment team within school	Ongoing	ICT and SENDCO	All students with hearing impairments can access all parts of the curriculum.	School budget
Students with sight problems can access computers and relevant equipment.	Text enlargers are available on computers	Implemented. Individual students can alter fonts to suit their needs.	ICT and SENDCO	ICT equipment available to all.	School budget
Curriculum and Assessment accessible to students with all disabilities/accessibility difficulties: physical, emotional and behavioral	Staff to review curriculum to ensure the learning needs of all students are addressed. All students are timetabled in classrooms that are appropriate and accessible to their needs.	Ongoing	Curriculum Area Leads Year Leaders and pastoral team SENDCO Examinations Officer	Curriculum and assessment is accessible to all students	School Budget
Ensure all Learning outside the classroom is accessible to all.	Staff organising visits to complete risk assessment for students with disabilities/accessibility difficulties.	For each visit	Group Leader Educational Visits Coordinator (EVC). Liaison with SENDCO	Students with disabilities/accessibility difficulties to undertake visits including residential visits.	Cost of inspection visit, hire of specialist equipment, staff training and an extra member of staff.

Access to the physical environment of the school

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
Improved access to curriculum for wheelchair users.	All lessons timetabled on one level. Special consideration given to planning of Enrichment Days to ensure they are accessible to all.	Ongoing	AAHT responsible for production of timetable AAHT responsible for Personal Development SENDCO	Pupil accessing full curriculum	School Budget
Facilities available for students with physical/medical disabilities/ accessibility difficulties.	Changing bed/physio bed placed in an appropriate setting. Training given to staff	Ongoing communication with Alder Hey and Sefton inclusion and complex needs team. Accessibility visits from Alder Hey and Sefton inclusion and complex needs team to produce access assessment.	SENDCO Site Manager Deputy Head teacher	The physical medical needs of individual students are met	School Budget
Evacuation procedures reviewed for wheelchair users.	Clear evacuation procedures for wheelchair users to ensure safety. PEEPs in place.	Risk Assessment completed and evacuation procedure agreed. On-going in accordance with any changes to the school building and regulations.	SENDCO Site Manager Deputy Head teacher	Evacuation procedure reviewed and any changes implemented.	School Budget

Adaptations made for students with physical difficulties to help access practical sections of the curriculum.	Alternative equipment available in subjects that have been identified.	In accordance to as and when a new need presents itself. All students are currently catered for.	Lead for QofE Curriculum Area Leads Year Leaders and pastoral team SENDCO Examinations Officer	All students are exposed to the full curriculum experience.	School/top-up funding budgets.
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The delivery of information to students with SEND.

TARGET	STRATEGY	TIMEFRAME	STAFF RESPONSIBLE	SUCCESS CRITERIA	COST
Improve the delivery of information to students with disabilities/ accessibility difficulties	The school to look at methods of communication including: - Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	Ongoing	SENDCO Curriculum Area Leads	Improved understanding and knowledge of procedure by students with SEND	TIME.
School produced materials to be available in appropriate formats if required.	Staff to review Materials in regards to suitability for Dyslexic Students. Staff use SEND registers to plan adaptations. Staff to take visual stress/ overlays and coloured paper into account.	Ongoing	Lead for QofE Curriculum Area Leads Year Leaders and pastoral team Office Staff SENDCO Headteacher	A database of sources of information is available from the SENDCO.	School budget
Availability of all documentation in an accessible format	Format of website is produced for parents/carers in several languages.	Ongoing	IT staff	Information will be available in appropriate formats	School budget
Replacement as needed of textbooks, ICT to ensure materials are available easily to all.	As materials are replaced, staff will aim to buy resources accessible to all, bearing in mind cost.	Ongoing	Lead for QofE Curriculum Area Leads	Information will be available in appropriate Formats.	Faculty budgets

	Appropriate EAL dictionaries available.				
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4. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.

It will be approved by the school Local 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 students with medical conditions policy
- SEND and Disability policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	N/A	N/A	N/A
Corridor access	Wide corridors in main parts of the school and walking on the left system in place	Ensure walking on the left system is in place.	All staff	On-going.
Lifts	One	Ensure that the lift is maintained regularly	Site manager	On-going
Parking bays	Three different types of accessible parking bays at the front of school to meet the needs of those with wheelchair accessible transport	Those with a blue badge given access to disabled parking bays at the front of the school.	SEND Office staff Site Manager	On-going.
Entrances	Ensure all entrances are clutter free	Ensure entrances to PE areas, fields and 3G pitches checked regularly	Site staff	On-going
Ramps	Ramps available in entrances from internal to external areas of school.	Ramps identified to those with accessibility difficulties	SEND First Aid	On-going.
Toilets	Two accessible toilets with access and cleaning facilities.	Designated students and staff only, given access to these facilities	SEND First Aid Pastoral team	On-going.
Meeting rooms	Main four meeting rooms are upstairs in the only part of the building that is not on one level	Ensure that when booking meetings upstairs, accessibility is considered for all stakeholders and where stakeholders are using a wheelchair, ensure that meetings are held on the ground floor where wheelchair access is available.	All Staff	On-going.

		If meetings are held upstairs for those with accessibility difficulties, ensure that all stakeholders have been told the rooms are upstairs and we have use of a lift. Also, ensure that stakeholders have been asked if they can manage the stairs in the event of a fire would then need to use the evac chair. If cannot manage the stairs and do not want to use the evac chair in the event of a fire, ensure that stakeholders have stated how they would come down the stairs e.g. on their own in a sitting position down step by step. If cannot manage the stairs, do not want to use the evac chair and cannot come down the stairs any other way in the event of a fire, ensure meetings are held on the ground floor.		
Internal signage	Ensure all signage is enlarged and visual.	Review of main signage	SLT Site staff SENDCO	On-going.
Emergency escape routes	All ground floor corridors have doors leading out onto external areas of school with easy access to the fire points.	All routes on to the Fire Assembly points to be reviewed to indicate if wheelchair compatible/accessible	Site manager	Immediate attention