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Accessibility Plan

#SD2 (Stoke)

**Last amended 9th September 2025**

**To be reviewed no later than August 31st 2028**

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Monitoring and review

**Common abbreviations and acronyms**

|  |  |  |  |
| --- | --- | --- | --- |
| **AA** | Admissions Authority | **HASH** | Herefordshire Association of Secondary Heads |
| **AAI** | Adrenaline Auto-Injector (Epi Pen) | **HBV** | Honour Based Violence |
| **ACM** | Asbestos Containing Materials | **HR** | Human Resources |
| **AFH** | Academies Financial Handbook | **H&S** | Health and Safety |
| **AHT** | Assistant Headteacher | **HoS** | Head of School |
| **AIR** | Attendance Intervention Reviews | **HSE** | Health and Safety Executive |
| **APIs** | Application Programme Interfaces | **ICO** | Information Commissioners Office |
| **BAME** | Black, Asian and Minority Ethnic Backgrounds | **IHP** | Individual Healthcare Plan |
| **BCP** | Business Continuity Plan | **IRMS** | Information and Records Management Society |
| **BFR** | Budget Forecast Return | **IWF** | Internet Watch Foundation |
| **CAMHS** | Child and Adolescent Mental Health Services | **KCSIE** | Keeping Children Safe in Education |
| **CEO** | Chief Executive Officer | **KS1/2/3/4** | Key Stage 1/2/3/4 |
| **CFO** | Chief Financial Officer | **LAC** | Looked After Child |
| **CIF** | Condition Improvement Fund | **LADO** | Local Authority Designated Officer |
| **CIN** | Child in Need | **LGB** | Local Governing Body |
| **CLA** | Children Looked After | **LLC** | Low-Level Concerns |
| **CMIE** | Child Missing in Education | **LSA** | Learning Support Assistants |
| **COO** | Chief Operating Officer | **MASH** | Multi-Agency Safeguarding Hub |
| **COSHH** | Control and Substances Hazardous to Health | **MAT** | Multi-Academy Trust |
| **CP** | Child Protection | **MFA** | Multi-Factor Authentication |
| **CPD** | Continuing Professional Development | **MFL** | Modern Foreign Language |
| **CSCS** | Children’s Social Care Services | **NCSC’s** | National Cyber Security Centres |
| **CSE** | Child Sexual Exploitation | **NPQEL** | National Professional Qualification in Executive Leadership |
| **CTIRU** | Counter-Terrorism Internet Referral Unit | **PA** | Persistent Absence |
| **CWD** | Children with Disabilities | **PAN** | Published Admission Number |
| **DBS** | Disclosure and Barring Service | **PECR** | Privacy and Electronic Communications Regulations |
| **DDSL** | Deputy Designated Safeguarding Lead | **PEP** | Personal Education Plan |
| **DfE** | Department for Education | **PEEP** | Personal Emergency Evacuation Plan |
| **DHT** | Deputy Headteacher | **PEx** | Permanent Exclusion |
| **DSE** | Display Screen Equipment | **PLAC** | Previously Looked After Child |
| **DSL** | Designated Safeguarding Lead | **PP** | Pupil Premium |
| **DPO** | Data Protection Officer | **PSHE** | Personal, Social and Health Education |
| **EAL** | English as an Additional Language | **PSED** | Public Sector Equality Duty |
| **ECT** | Early Career Teacher | **PTFA** | Parent, Teacher and Friends Association |
| **EHA** | Early Help Assessment | **RIDDOR** | Reporting of Injuries, Diseases and Dangerous Occurrences Regulations |
| **EHCNA** | Education, Health and Care Needs Assessment | **RHE** | Relationships and Health Education |
| **EHCP** | Education, Health and Care Plan | **RSHE** | Relationships, Sex and Health Education |
| **EHE** | Elective Home Education | **SALT** | Speech and Language Therapist |
| **ELSA** | Emotional, Literacy and Support Assistant | **SARC** | Sexual Assault Referral Centre |
| **ESFA** | Education and Skills Funding Agency | **SBM** | School Business Manager |
| **EVC** | Educational Visit Coordinator | **SCCs** | Standard Contractual Clauses |
| **EWO** | Education Welfare and Safeguarding Support Officer | **SDQ** | Strengths and Difficulties Questionnaire |
| **EYFS** | Early Years Foundation Stage | **SEMH** | Social, Emotional, and Mental Health |
| **FBV** | Fundamental British Values | **SENCO** | Special Educational Needs Coordinator |
| **FGM** | Female Genital Mutilation | **SEND** | Special Educational Needs and Disabilities |
| **FOI** | Freedom of Information | **SLA’s** | Service Level Agreements |
| **FSM** | Free School Meals | **STEM** | Science, Technology, Engineering and Maths |
| **FTS** | Find a Tender Service | **TA** | Teaching Assistant |
| **GAG** | General Annual Grant | **TCAT** | Three Counties Academy Trust |
| **GDPR** | General Data Protection Regulation | **VSH** | Virtual School Headteacher |
| **GIAS** | Get Information about Schools |  |  |
| **GPA** | Government Procurement Arrangement |  |  |

**Statement of intent**

This plan outlines how Three Counties Academy Trust (TCAT), and our schools, aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

This plan relates specifically to Stoke Prior Primary School and will be maintained by the Headteacher.

A person is regarded as having a disability under the Equality 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 pupils with disabilities can participate in the curriculum
* Improve the physical environment of our schools to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided
* Improve the availability of accessible information to pupils with disabilities

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, TCAT, and where appropriate the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

* Monitor recruitment procedures to ensure that individuals 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 in consultation with:

* Pupils’ parents
* The Executive Headteacher/CEO, Headteachers/Heads of School and other relevant members of staff
* Trustees and Local Governors

# Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

* Human Rights Act 1998
* The Special Educational Needs and Disability Regulations 2014
* Education and Inspections Act 2006
* Equality Act 2010
* Education Act 1996
* Children and Families Act 2014
* The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
* DfE (2014) ‘The Equality Act 2010 and schools’
* DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’

Where legislation has been passed or updated during the shelf life of this policy, we will always apply the latest version available irrespective of the version quoted here.

This policy operates in conjunction with the following TCAT and school policies:

* Data Protection Policy (FI20)
* Admissions Policy Trust Level (GN1)
* Equality Information and Objectives Policy (GN7)
* Pupil Equality, Equity, Diversity, and Inclusion Policy (GN19)
* Staff Equality, Equity, Diversity, and inclusion Policy (GN20)
* Health and Safety Policy (HS1)
* Special Educational Needs and Disabilities (SEND) Policy (SD3)
* Supporting Pupils with Medical Conditions Policy (SG4)
* Administering Medication Policy (SG20)

Central TCAT policies have the policy number identified, e.g. “SG1”. Where no policy number is identified this indicates the policy is a school specific policy available from an individual TCAT school’s website.

# Roles and responsibilities

The Trust Board will be responsible for:

* Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
* Approving this plan before it is implemented

The Local Governing Body will be responsible for:

* Monitoring the Headteacher/SLT to ensure the plan is reviewed at least annually

The Executive Headteacher/CEO and Headteacher will be responsible for:

* Working closely with the Trust Board, SENCO, Local Governing Body, the LA, and external agencies to effectively create and implement TCAT’s Accessibility Plan for Stoke Prior Primary School

The SENCO will be responsible for:

* Ensure that staff members are aware of pupils’ disabilities and medical conditions
* Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
* Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise
* Working closely with the Executive Headteacher/CEO, Headteacher, The Trust Board and Local Governing Body to ensure that pupils with SEND are appropriately supported
* Ensuring they have oversight of the needs of pupils with SEND attending their school, and advising the Executive Headteacher/CEO and Headteacher in relation to those needs as appropriate

Staff members will be responsible for:

* Acting in accordance with this plan at all times
* Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice
* Ensuring that their actions do not discriminate against any pupil as a result of their disability

# The accessibility audit

The Trust Board or where delegated, the Local Governing Body, will undertake an annual Accessibility Audit. The audit will cover the following three areas:

* **Access to the curriculum** – the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers
* **Access to the physical environment** – the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
* **Access to information** – the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the Trust Board or where delegated, the Local Governing Body, will consider all kinds of disabilities and impairments, including, but not limited to, the following:

* **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
* **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
* **Visual disabilities** – this includes those with visual impairments and sensitivities
* **Auditory disabilities** – this includes those with hearing impairments and sensitivities
* **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium, and long-term actions to address specific gaps and improve access and to update the Accessibility Plan.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

# Planning duty 1: Curriculum: Stoke Prior Primary School

**Short term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Appoint SEND link governors for curriculum oversight. | LGB | Governor meeting minutes; SEND reports | Governance strengthened for SEND provision. |
| Introduce small group interventions for pupils with early speech, language and communication needs. | SENDCo / EYFS Lead | Speech and language assessments; intervention records | Improved communication and early literacy outcomes. |
| Provide differentiated play-based resources in EYFS. | EYFS Lead / SENDCo | Classroom audits; EYFS progress checks | All pupils access play-based curriculum meaningfully. |
| Launch structured early number intervention for KS1 pupils with difficulties in maths. | Maths Lead / SENDCo | Assessment data; pupil progress | Targeted pupils improve number confidence and fluency. |
| Maintain up to date guidance regarding SEN support Across the National Curriculum at Stoke Prior School  |  SENDCo | SEN review; lesson observations | learning reflect inclusive practice. |
| Train Teaching Assistants on supporting children with autism in EYFS and KS1 classrooms. | SENDCo | TA appraisals; classroom observations | Effective classroom support provided to pupils with autism. |
| Introduce visual timetables and pictorial task lists in all EYFS and KS1 classrooms. | Class Teachers | Learning walks; pupil feedback | Reduced anxiety and improved routine understanding for young pupils. |

**Medium term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Embed inclusive teaching strategies across all EYFS, KS1 and KS2 classrooms. | SENDCo / Headteacher | Learning walks; work scrutiny | Consistent inclusive practice across the school. |
| Offer Targeted ELSA support to children who need Emotional Literacy Support. . |  Headteacher ELSA specialist | Behaviour data; intervention records | Improved wellbeing and learning readiness. |
| Develop inclusive after-school clubs to increase participation. | Headteacher / SENDCo | Participation records; pupil surveys | SEND pupils access enrichment opportunities. |
| Improve parental communication through regular SEND newsletters. | SENDCo / Parent Liaison | Newsletter distribution; parent surveys | Parents feel informed and engaged. |

**Long term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Conduct comprehensive review of curriculum accessibility across all year groups. | Headteacher / LGB | Audit reports; Ofsted feedback | Fully accessible curriculum for all learners. |
| Ensure curriculum prepares SEND pupils for KS3 transitions. | Year 6 teacher / SENDCo | Secondary transition records; pupil voice | Smooth transition to secondary school. |
| Commission independent accessibility audit every 3 years. | Governors / SLT | Audit reports; action plans | Continuous improvement in accessibility provision. |

# Planning duty 2: Physical environment: Stoke Prior Primary School

**Short term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Audit EYFS outdoor areas to ensure safe and accessible play equipment that will also be suitable for Pre-School | EYFS Lead / Trust Estate Manager | Audit reports; pupil/parent feedback | All pupils can use outdoor play areas safely. |
| Repair uneven pathways and playground surfaces. | Trust Estate Manager | Premises inspections | Reduced risk of trips; wheelchair friendly surfaces. |
| Ensure accessible toilets are age-appropriate and clearly marked.  | Trust Estate Manager / EYFS Lead | Facilities audit | Younger children can access toilets safely and independently. |
| Maintain modification to ensure noise levels are reduced on hard surface areas. (Tennis balls) | Head | Learning walks | Noise levels are monitored and reduced. |
| Improve monitoring of playground zoning with quiet areas such as Mr Barkers garden effectively managed. . | Headteacher / Teachers | Playtime observations; pupil feedback | Children with SEMH needs supported at playtime. |
| Develop accessible outdoor learning shelters. | EYFS Lead / Trust Estate Manager | Premises audits | Outdoor curriculum accessible in all weather. |
| Check and maintain door closers for accessibility. | Trust Estate Manager | Maintenance logs | Doors easier for young children and wheelchair users. |

**Medium term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Ensure all classrooms have flexible seating for EYFS and primary pupils. | SENDCo / Trust Estate Manager | Furniture audit records | Children with physical needs supported in class. |
| Adapt playground equipment for accessibility (e.g., inclusive swings). | Trust Estate Manager / Headteacher | Playground audits | SEND pupils included in play opportunities. |
| Install handrails and tactile markings as required. | Trust Estate Manager | Premises inspections | Improved safety for younger children. |
| Ensure EYFS classrooms have appropriate acoustic treatment. | Trust Estate Manager | Noise level surveys | Improved learning environment for children with hearing needs. |

**Long term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Ensure future building projects fully accessible at design stage. | Trust Board / Architects | Planning documentation | Accessibility built into long-term development. |
| Repaint external steps and edges in bright colours. | Trust Estate Manager | Premises inspections | Accidents reduced; visually impaired supported. |
| Install sound-field systems in EYFS and KS1 classrooms as required. | ICT Lead / Trust Estate Manager | System checks; teacher feedback | Improved hearing access for younger children. |
| Install external ramps to all areas of school | Trust Estate Manager | Compliance audits | All classrooms accessible to wheelchair users. |
| Introduce rolling programme of accessibility upgrades. | Trust Board / Trust Estate Manager | Capital works reports | Accessibility continuously improved. |

# Planning duty 3: Information: Stoke Prior Primary School

**Short term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Ensure Children understand the policies that effect them.  | Headteacher and Teachers | Policy audits | Children better understand rules and routines. |
| Ensure school website meets Web Content Accessibility Guidelines (WCAG) 2.1 standards. | ICT Lead / Office Administrator | Website audits | Accessible website for parents and carers with disabilities. |
| Train staff to prepare accessible classroom resources. | SENDCo | Resource audits; learning walks | Children with SEND can engage fully in lessons. |
| Use dyslexia-friendly fonts and layouts in newsletters and homework sheets. (Arial, Verdana, Helvetica, Calibri or Comic Sans. Twinkl font is also acceptable)  | Office Administrator / Class Teachers | Document reviews | Children and parents with dyslexia access materials easily. |
| Offer parent surveys and forms in paper and digital formats. | Office Administrator | Survey returns; response rates | Increased engagement in school consultation. |

**Medium term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Train staff to communicate with parents using accessible formats. | Headteacher / Office Administrator | Training records; communication audits | Parents feel included and supported. |
| Use dyslexia-friendly fonts and layouts in newsletters and homework sheets. | Office Administrator / Class Teachers | Document reviews | Children and parents with dyslexia access materials easily. |
| Add SEND and EYFS resources section to school website. | SENDCo / EYFS Lead | Website analytics; parent feedback | Parents of SEND and EYFS pupils access support more easily. |
| Ensure all parents are able to access emergency alerts available by app and email. Explore the use of SMS.  | Office Administrator / Headteacher | System testing; parent feedback | All families receive urgent messages quickly. |

**Long term**

|  |  |  |  |
| --- | --- | --- | --- |
| Action | Responsibility | Monitoring & Evaluation | Envisaged Impact |
| Ensure prospectus and policies designed in accessible formats. | Office Administrator / Headteacher | Document reviews; parent surveys | All families engage with official documents. |
| Provide newsletters and policies in large print, audio and pictorial versions. | Office Administrator | Request logs; parent feedback | Improved access to information for parents with additional needs. |
| Ensure all ICT procurement meets accessibility standards. | ICT Lead / LGB | Procurement audits | Future systems always inclusive. |
| Provide braille and tactile versions of essential documents. | Office Administrator / SENDCo | Requests met; feedback | Blind and visually impaired families included. |
| Introduce school app with accessibility features (translation, voice-to-text). | ICT Lead / Headteacher | App analytics; surveys | Families access information flexibly. |
| Work with local authority to align communication standards. | Headteacher / Office Administrator | Compliance checks; LA reports | Consistency across local schools. |
| Commission external accessibility audit of communication every 3 years. | Governors / Headteacher | Audit reports; follow-up actions | Continuous improvement in information access. |

# Monitoring and review

This plan will be reviewed at least annually, and in line with the published schedule at the front of this document and at any point material changes require it by the Headteacher in collaboration with the Local Governing Body, the Trust Board and Executive and Senior Leadership.

Any changes made to the policy will be amended by the Headteacher and will be communicated to Executive Leaders, the TCAT Central Team and to school-based staff.

The next scheduled review date for this policy is 31st August 2028.

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| Signed by: |
|  | Headteacher | Date: | September 2025 |
|  | Chair of Local Governing Body | Date: |  |