



Accessibility Plan

The Enquire Learning Trust

Stokesley Primary Academy

Approved by:	Principal
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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

The Enquire Learning Trust's Equality Policy and Objectives, states that: "The duty is an anticipatory and continuing one that The Trust owes to all pupils with disabilities whether identified or not, and to those pupils who will be attending in the future. Our academies will seek relevant information regarding newly placed pupils to ensure as far as possible that their needs are anticipated under this Act. We will ensure that we work closely with professionals, parents and carers as appropriate to identify the challenges presented to us by new pupils under this Act." It also states: "We expect all staff of the Trust and visitors to support our commitment to promoting equalities and meeting the requirements of the Equality Act. We will provide training, guidance and information to enable them to do this."

The Enquire Learning Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and, where appropriate, parents and pupils.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a highly personalised curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum e.g. coloured overlays or pencil grips</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs through the 'graduated approach'.</p> <p>The curriculum is constantly reviewed to ensure it meets the needs of all pupils.</p>	<p>To improve pupils' understanding of disability so they value individuality.</p> <p>To improve and support the staff's understanding of ways to increase access to the curriculum for children with disabilities.</p>	<p>Curriculum resources, <i>including the wider curriculum</i>, include examples of people with disabilities.</p> <p>Purchasing of further resources for specific disabilities to support better access to the curriculum.</p> <p>Handwriting (Kinetic Letters) training for staff that covers ways to support pupils' development of fine and gross motor skills, including those with a physical disability.</p> <p>Establishment of sensory circuit resources and plans</p>	<p>Curriculum Leaders</p> <p>SENDCO / Class teachers where appropriate</p> <p>EYFS Lead / English Lead</p> <p>Class teachers / SENDCO</p>	<p>January 25</p> <p>Ongoing</p> <p>Autumn 25</p> <p>Autumn 24</p>	<p>Increase in visual presence of resources which include people with disabilities as well as other protected characteristics.</p> <p>All children with disabilities will have range of resources to ensure full access to the curriculum.</p> <p>Children with specific physical needs get the support they require in a well-resourced space.</p>

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Flat entrance / exit points • Corridor and door widths • Disabled parking bay • Disabled toilets • A majority of the library shelves at wheelchair-accessible height • Facilities to administer medicine • AED defibrillators 	<p>Staff to be more aware of the access needs of disabled children and adults</p> <p>Increase the number of disabled parking bays.</p>	<p>Staff training on Flick learning in specific needs (e.g. inclusion, understanding diabetes).</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and revised if an adult or child at school becomes physically impaired.</p> <p>Creation of another disabled parking bay in the staff car park.</p>	<p>Principal & all staff</p> <p>Site Manager</p> <p>Site Manager</p>	<p>Spring 2025</p> <p>Ongoing</p> <p>Summer 2026</p>	<p>Staff and children with physical or medical needs have their needs understood by members of staff.</p> <p>PEEPs are in place for all that require them.</p> <p>Disabled members of staff and visitors have a place to park in the staff car park near the main entrance.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Use Makaton signing in the Early Years to support speech and language and communication</p> <p>Explore other forms of accessible communication should children require it (e.g. Braille).</p>	<p>Train EYFS staff in the use of Makaton signing and provide resources to support this.</p> <p>Be ready to support children or adults who may need another accessible form of communication.</p>	<p>EYFS Lead</p>	<p>Ongoing</p>	<p>Basic signing will be an integral part of the school life and this will support communication and understanding for all children – particularly the youngest pupils.</p>

Provision of reduced demand environment	Provide 'safe' spaces in school which help to reduce demand and reduce stimulus for those children who struggle to regulate or become over-stimulated	Opportunities for children to access alternative spaces as and when they need them to build self-regulation skills	Ensure there are sufficient spaces throughout school to provide the necessary environments to support self-regulation	SENCO/SLT – reviewed termly	Ongoing	Children's needs will be sufficiently met to promote self-regulation and improve independence in learners who are easily over stimulated.
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Principal and SENDCO.

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
- SEND policy
- Supporting pupils with medical conditions policy