

Stanhope Primary School

Accessibility Plan 2025 – 2026

2025



Date of Approval:	Summer 2025
Date of Next Review:	Summer 2026

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Accessibility Plan 2025 – 2026

At Stanhope Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up a draft plan. It should be read in conjunction with our school's Equality and Diversity policy.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality, Diversity and Inclusion.
- Improve 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.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Inclusion, Equality and Diversity Statement:

We are strongly committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers within our school community. We believe that diversity is a strength to be celebrated and we actively promote positive representations and models of race, ethnicity, gender, disability and religion. Our school ethos is underpinned by a culture of inclusion in which all those connected to the school feel valued and proud of their identity and able to participate fully in school life. We tackle discrimination by the positive promotion of equality, by challenging bullying and stereotypes and creating an environment which champions respect for all.

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Equality and Inclusion				
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	Annually.	
Training to raise awareness of equality and disability issues	Discuss perception of issues with staff/governors to determine the current status of school. Provide training for governors, staff, pupils and parents	Whole school community aware of issues relating to access.	Training to be ongoing. Staff, parent and pupil questionnaires to seek the views of all on how equality and diversity goals are promoted throughout the school	
Review curriculum and other relevant policies for evidence of how staff provides access in all areas to all pupils.	Review policies with staff and stakeholders	Policies reflect adherence to current legislation.	Policies to be regularly reviewed on an annual or biannual basis	

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Physical Environment				
Ensure that all areas of school building and grounds are accessible for all children and adults and to	SEN staff to audit accessibility of school buildings and grounds.	Any modifications needed will be made to the school building and grounds that are needed	To be reviewed annually	

continue to improve the access of the physical environment for all.	Target areas for improvement in an action plan	to facilitate ease of access for all.		
Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility	Any new construction will be fully accessible	Long Term Until any new construction begins.	

Targets	Strategies	Outcome	Timeframe	Goals Achieved
Curriculum				
Continue training for teachers and support staff on different aspects of SEND when required.	<p>Review the needs of children with specific issues as required</p> <p>provide all relevant training in liaison with partner agencies</p> <p>Embed pathway planning progress showing how individual needs are addressed.</p>	<p>All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum.</p> <p>We recognise that this is an ongoing process, and that needs and expertise will change with time</p>	Ongoing.	
All out-of-school activities are planned to ensure the participation of all pupils.	<p>Review all out-of-school provision to ensure compliance with legislation</p> <p>Carry out pre visit checks in order to ensure individual</p>	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Reviewed annually. On going.	

	needs can be met. (record on school risk assessments)			
	Ensure sufficient staff ratios including 1.1 support where necessary for pupils with high level of need.			
Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class rooms (considering positioning/ seating and provision of laptops as necessary)	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils All pupils will be enabled to be as independent as possible in the school environment.	On going.	
Access arrangements to meet individual needs when taking tests etc will be applied for and support provided when required.	Inclusion Leader and other key staff will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed	On going.	
Targets	Strategies	Outcome	Timeframe	Goals Achieved
Written/other information				
Make available school brochures, school newsletters and other information for parents/carers in alternative formats where necessary	Review all current school publications and promote the availability in different formats	The school will be able to provide written information in different formats when required	Policies are under cyclical review annually	

Availability of other written material in alternative formats also.	for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	for individual purposes		
Availability of written material in alternative languages.	The school will use information and translations provided by the HSLW and bilingual staff for key information for EAL families	School information will be available for all.	Ongoing as needed	
To continue improving communication for any hearing impaired member of the school community.	To consider use of soundfield systems if necessary Consider seating and access in all classrooms where hearing impaired pupils will be learning	Pupils and parents and visitors who are hearing impaired will be better able to access verbal information.	Review annually	