

Stocks Lane Primary School

Accessibility Plan



Updated – April 2026

To be reviewed – April 2029

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

Stocks Lane Primary 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. Our school ethos 'Believe, Encourage, Succeed, Together' mirrors this as Governors, staff, parents and children are committed to providing the **BEST** education for each child. At Stocks Lane Primary School we want all of our pupils to flourish, so that they will become independent, successful and responsible adults of the future.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This plan will be made available online on the school website, and paper copies are available upon request. If you have any concerns relating to accessibility in school, please refer to the complaints policy which sets out the process for raising these concerns.

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.

Improving the Physical Access at Stocks Lane Primary School

Stocks Lane Primary is a fully inclusive school. We are compliant with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

All stakeholders of the school are treated equally. We pride ourselves on being fully inclusive.

External ramps into classrooms		Anti-Slip outside the main entrance	
First Aid Room		Disabled Toilet	
	Steps up to the Year 6 classroom * Year 6 classroom to swap with Year 5 classroom if disabled access was required for a child with physical disabilities. *		

Objective	Action	Resources	Outcome
Increase access to physical activities and ensure that reasonable adjustments are made for pupils with a disability, physical or medical need or other additional need.	<ul style="list-style-type: none"> - Ensure all pathways in and around school are safe. - Additional risk assessments are in place for activities such as swimming. - Risk assessments for school visits are suitable the children with additional needs. - Liaise with external agencies - Ensure emergency evacuation procedures are clear. - Identify any training needs for staff. 	- Risk assessments	<ul style="list-style-type: none"> - All children, staff and visitors will be able to access school safely in times of evacuation. - Children with additional needs will not be excluded from any school visits.
Classrooms are organised optimally to promote the participation and independence of all pupils.	<ul style="list-style-type: none"> - Review classroom seating plans. - Ensure all equipment is accessible for all pupils. 	- Order any new resources as required.	- Children understand the importance of an inclusive school environment.

Improving the Curriculum Access at Stocks Lane Primary School

Objective	Action	Resources	Outcome
Prepare for intake of new pupils into EYFS each year.	<ul style="list-style-type: none"> - Identify pupils who may need adapted or additional provision. - Liaise with external agencies, parents and previous settings prior to the pupil starting school to gather information to provide the child with the best possible start at Stocks Lane Primary School and to enable the staff to be prepared by engaging in training, if required. 	- This would vary depending on the cohort.	- Provision and resources, mirroring their previous setting's provision, already in place for when the child starts at Stocks Lane to ensure consistency and familiarity.
Improve access to written information for pupils.	<ul style="list-style-type: none"> - Use of computer programmes as ways of recording work. - Use apps to support with children with their Writing. - Access arrangements are considered and put into place for statutory assessments. 		- All children can access information in a suitable format to suit their needs.

Provide additional interventions for the children who are working below Age Related Expectations.	<ul style="list-style-type: none"> -Identify specific areas that a child is needing additional support in. -Plan interventions/pre-teaching sessions to work in a smaller more focussed group. -Monitor effectiveness of the interventions. - Interventions are highlighted linking to targets on Individual Education Plans (IEPs) 	<ul style="list-style-type: none"> - Purchase additional resources as required. - Train staff in delivering new interventions. 	-Children will receive additional support and apply these skills to assist them when accessing the curriculum.
Ensure communication is effective between pupils, staff and parents.	<ul style="list-style-type: none"> -Use strategies from the SCIL Team to support pupils with their communication and curriculum access in the classroom. -Provide staff with Behaviour Training and any other relevant training. 	-Training for staff from the SCIL Team.	-Staff are well equipped to diffuse behavioural challenges both inside and outside of the classroom by applying the strategies.
Identify key children who may need targeted specific support.	-Teachers aware of how to raise concerns and follow the procedures.	-Cause for concern sheets	-All children can access the curriculum by having their needs met.
Increase access to the curriculum	<ul style="list-style-type: none"> -Pre-teaching and learning for children who require repeated activities in order to embed their learning. -Use of 1:1 adults where appropriate (for the children with and EHCP) -Resources targeted to support the individual needs of pupils. -Additional planning and risk assessments for learning outside of the classroom. Eg. School visits. 	<ul style="list-style-type: none"> -Intervention record sheets -Risk assessments -Resources as required. 	-Children will have a range of resources and tools to access the curriculum at their learning level.