



Stanway Primary School Accessibility Plan 2025-2028

Aim	Current Good Practice	Objectives	Actions to be Taken	Person/s Responsible	Date for Completion
<p>Ensure the school curriculum is fully accessible to all pupils, including those with a disability or protected characteristic</p>	<p>Use of visual timetables; additional aids available, e.g., pencil grips, colored overlays. Specialist agencies visit regularly to support staff and pupils e.g., SALT/OTs</p>	<p>Identify and address training needs of staff to understand and meet the needs of disabled pupils or pupils with SEND</p> <p>Address learning and physical needs of SEND children</p>	<p>Training to be put in place when required such as training of Nurture Room Leads and Medical training for staff dealing with children with specific medical needs</p> <p>Set-up of Nurture Room to meet specific SEND needs within school</p> <p>Termly meetings with SIP</p>	<p>Head</p> <p>DHT with responsibility for Inclusion</p> <p>SENDCO</p> <p>Class teachers</p> <p>Support Staff</p>	<p>Reviewed at the end of each year in preparation for new academic year: next review July 2025 for implementation September 2025</p>
<p>Ensure Health Care Plans and Risk Assessments enable children with disabilities to have as full access as far as possible</p>	<p>Advice sought from specialist advisors where relevant</p> <p>EHCPs are used to create individual programmes of study and ensure correct hygiene provision on site for incontinence and sight impairment</p>	<p>Children with disabilities access school trips, special events, extra-curricular activities etc.</p> <p>Children with EHCPs have access to the support they require</p> <p>EHCPs are regularly reviewed and staff input is sought for these</p>	<p>Ensure staff are aware of the content of EHCPs and that targets are reviewed regularly</p> <p>Ensure recommendations of EHCPs are put in place</p> <p>Clear timetable to establish needs and when to apply</p>	<p>SENDCO</p> <p>DHT with responsibility for Inclusion</p> <p>Head</p>	<p>Termly</p>

		Any child needing an EHCP is noted as part of the Assess, Plan, Do, Review process	Clear understanding of the evidence required to ensure that applications run smoothly Risk assessments to ensure access to educational visits prior to visit		
Staff to be aware of the Accessibility Plan and to show that they are using it within their teaching and learning		Revisit Inclusion Statement and Plan annually, share progress/outcomes with all staff; Review curriculum and other policies (in line with review cycle) to ensure they are clearly written to define their role in promoting equality for all members of the school community	Inclusion Statement, policy and practice permeates all aspects of the life and work of the school. Inclusion Statement is reflected in all policy documentation	SLT	Ongoing- revisit at least annually with staff
To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services	School has an ethos of being tidy, clear desks, organised resources, clutter free and visually stimulating	Consider the impact of an overly stimulating or visually overwhelming environment on pupils with SEND and in particular ASD and ADHD	Displays in classrooms and shared areas to be engaging and consider displays in classes with additional needs such as Nurture Room to be confined to shades of blue with lettering in one single colour.	SLT	To revisit termly and address during learning walk feedback To discuss summer term 2026 for planning for the new academic year

			<p>Spaces and places for pupils with ADHD/ASD to be available where they can feel calm and safe.</p> <p>Use of Boxall Profile Checklist/audit provided by GAP training to ensure that classrooms cater for children with varying SEMH needs.</p> <p>GAP training has been delivered to all staff in Autumn/Spring 2025-6</p>		
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<p>Ensure that provision plans exist for all pupils who have medical and physical conditions which potentially could impact on their learning</p>	<p>Pupils with medical needs have a clear record of their needs and share this with staff.</p> <p>For those pupils with specific requirements, ensure Healthcare plans are in place and monitored/updated in partnership with parents and carers.</p> <p>Seek guidance and support from medical advisors where appropriate.</p>		<p>SENDCO, Admin, School Business Manager and Head to meet in July each year to discuss medical needs and admin to update this team when new needs arise.</p> <p>Admin team to have clear understanding of plans and systems to update these regularly; to have a timetable for this in office.</p> <p>Wider school staff to have a clear understanding of their roles and responsibilities within this system</p>	<p>School Business Manager SENDCO Admin Team Head</p>	<p>July each year</p>
<p>To promote a “dyslexia-friendly classroom” approach throughout the school</p>	<p>On the Performance Management of all support staff and the SENDCO timetabled to run some staff meetings</p>	<p>Consistent strategies and interventions used throughout EYFS, KS1 and KS2</p> <p>All staff to have a good understanding of some barriers associated with literacy difficulties</p>	<p>Specific training for Literacy Lead on overcoming Literacy difficulties in lowest 20% which will be disseminated to other staff</p>	<p>Head SENDCO</p>	<p>January 2023</p>

<p>Through regular site walks, governors are aware of potential hazards and risk management for those with disabilities or access issues</p>	<p>Resources Committee formed Premises report to this committee once a term</p>	<p>Governors are provided with a rag rating of work to be done to make the site more manageable</p>	<p>Link Governor setting agenda and making regular visits/site meetings Report makes clear actions needing to be carried out in the future and imminently</p>	<p>Governing Body Site Manager School Business Manager</p>	<p>Each Term</p>
<p>To ensure that disabled parents/carers have every opportunity to be involved</p>		<p>To ensure that disabled parents do not feel discriminated against and are encouraged to take part in all school-related activities</p>	<p>Adopt a pro-active approach to identify the access needs of parents with a disability e.g., ensure disabled parking spaces are available for parents; arrange for RNID interpreters for hearing-impaired parents; offer telephone call home to help parents with visual impairments. Offer support to parents who have limited reading and/or writing skills and offer alternative forms of communication for them.</p>	<p>Head SLT Governing Body Site Team School Business Manager Admin Team</p>	<p>Ongoing and as the need arises</p>

This Accessibility Plan is linked to the following policies and documents: *Health and Safety Policy, Equality Information and Objectives (Public Sector Equality Duty) Statement and Publication Special Education Needs (SEND information Report) , Supporting Pupils with Medical Conditions Policy*