STANBURN PRIMARY SCHOOL

Accessibility Plan 2025-2028

Committee Responsible:	**HT**
Review Date:	**June 2026**
Next Review Date:	**June 2027**
Written by:	**C Crane**

Introduction

The Equality Act 2010 provides three main duties towards disabled pupils:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled / SEND pupils.

This Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the School's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan which shows how the school will address the priorities identified in the strategy.

The purpose and direction of the school's strategy

Vision and values

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their 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.

Information from pupil data and school audit

Pupil attainment and progress data will feed into the plan. The latest information will be available on our website.

Views of those consulted during the development of the Plan

Stakeholders will be surveyed to ensure that their views are taken into account.

The main priorities in the school's plan

Increasing the extent to which disabled / SEND pupils can participate in the school curriculum

Increase access to the **curriculum** for pupils with a disability / SEND, expanding the curriculum as necessary to ensure that pupils are as, equally, prepared for life as their peers.

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.

Improving the physical environment of the school to increase the extent to which disabled / SEND pupils can take advantage of education and associated services

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.

Improving the delivery to disabled / SEND pupils of information that is provided in writing for pupils who are not disabled

Improve the delivery of **written information and verbal information** to pupils, staff, parents and visitors with disabilities / SEND. 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.

Making it happen

Management, coordination and implementation

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

Attached is an Action Plan, relating to these key aspects of accessibility. The plan will be reviewed and adjusted on an annual basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with other school policies and procedures.

The Plan will be monitored through the Committees of the Board of Governors.

Getting hold of the school's Plan

The plan will be available on the school website.

See also:

- Harrow SEND Local Offer
- Harrow Ordinarily Available Inclusion Provision (OAIP)

	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
Access to the curriculum for all children.	• All children have access to the EYFS, National Curriculum or Equals Curriculum. • Children with additional needs including disabilities have additional support personalised to their needs, including the use of additional staff, interventions, resources, adapted learning tasks and personalised targets linked to external professional advice. • Termly reviews occur to review the progress and support given to each child.	• Use of additional resources within the classroom to support children to access the curriculum including visual supports, fine and gross motor skill resources, sensory resources. • Personalisation of adapted resources as necessary, e.g. written material to be enlarged to different font sizes, enlarged to different sized paper, copied on different coloured paper. • Individualised tasks where a child is working significantly below age related expectations, in order that they may make good progress at their working level.	• Review of resources in school and purchase further resources as needed. Class Teachers manage classroom resources and SENDCo to manage more personalised provision. • Visual resource bank available on shared computer drive for all teachers to access, to include resources from external services such as SALT and OT. • Teachers to consider the impact of colour and font when using presentations. • To consider access to PE lessons.	• All children will be able to access the curriculum at their own level. Children have access to appropriate resources as needed. • Children actively use resources within lessons. • Teachers access and use Widgit online for resources.	Termly monitoring and review will identify whether targets are being met. Continued review will be necessary as the needs of children change.	• SENDCo • Senior Leadership Team • All class teachers • All teaching assistants • PE coaches

	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
Children with disabilities to be able to access extra-curricular activities.	• A range of lunchtime and after school clubs are available. Some of these are run free of charge by teachers and other activities are run by external providers. Some in house clubs include activities that are arranged by invite only e.g. homework club or can be arranged to invite identified children e.g. sports teams. • Children with SEND access out of school activities such as school trips. Risk assessments are carried out and adjustments made.	• Children with additional needs have access to a range of extra-curricular activities. • Children with additional needs have access to Wrap Around Care.	• A review to be completed of the access of clubs by children with additional needs, including the support that can be given by external club providers. • Liaising with the Young Harrow Foundation and other providers to signpost parents to external clubs and to explore opportunities of collaboration in offering activities internally. • Pupil and parent voice to find out what extra-curricular activities they would like. • Working with the WAC team to ensure access for all.	• Children with additional needs are accessing extra curriculum clubs effectively. • Children with additional needs attend all school trips alongside their peers.	Continued research into extra-curricular club opportunities each term, with the aim of increasing the opportunities available year on year.	• SENDCo • All class teachers • All teaching assistants • All club providers

	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
The physical environment is accessible to all with reasonable adjustments available as required.	• The school environment includes a lift, disabled toilets, yellow nosing on stairs, accessibility for a range of physical needs. • Adaptations to classroom environments are made for each class to meet the needs of the children e.g. table layout	• The school environment is accessible for children, parents and members of the community. • Termly audits to ensure the site is fully accessible and resulting adjustments made.	• Individual support provided to children or adults as required e.g. routes around the school planned to support those with visual impairments, quiet spaces available for children sensitive to noise in the lunch hall, or carers with wheelchairs can use ramped access. • Risk assessments written for individual children as required.	• Children, parents and visiting members of the community are able to access the physical environment effectively.	Termly audits to identify any potential issues with accessibility. Increased reviews if there is a specific person who needs additional access arrangements.	• SENDCo • Site Supervisor • School Business Manager • All members of staff

	Current situation	Targets	Strategies	Success Criteria	Timeframe	Staff responsible
Information is available in a range of formats for parents and members of the community.	• Information from the school is available via a range of formats, including emails, dojo message system, letters, website and phone calls as well as face to face informal and formal meetings. • The school has a clear communication approach so questions can be answered easily and effectively. • The school will arrange for interpreters wherever possible.	• Information from the school is available in range of formats to meet the needs of the school community. • Parents/carers feel able to seek additional support from a range of available options.	• Letters sent out by email available in printed format on request. • Information is available for parents with English as an additional language – translated or interpreted wherever possible. • Personalised support for individual parents with additional needs, such as regular phone calls, reminders of school events and printed information sent home.	• Children, parents and visiting members of the community are able to access information about the school effectively.	Ongoing reviews with specific arrangements in place for identified families who need individualised information and/or communication arrangements.	• Office admin team • Senior Leadership Team • Class Teachers • Teaching Assistants