

Stoke Park Infant School

Accessibility Plan 2026-2029



Approved by	FGB
Reviewed date	March 2026
Next review date	Spring 2029
Responsible person	Headteacher
Committee responsible	FGB
Regularity of review	3 Yearly

Lead members of staff: Emma-Jane Charles, Jane Brennan, Elizabeth Wilson

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- 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 pupils

Since 2010, the DDA was replaced by the Equality Act and under the Equality Act 2010, a person is disabled if they have, 'A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

Schools are required to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Schools must implement accessibility plans which are aimed at increasing access to education for disabled pupils in the following areas:

- 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 availability and delivery of information to disabled pupils
- It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually

Our vision

Our vision is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability so that they may Grow and Learn Together To Be the Best They Can Be.

This is underpinned by our Ranger Skills of Resilience, Adaptability, Naturally Curious, Giggle, Enthusiasm and Resourceful

Accessibility

The school is a three-form entry infant school with a 14 placed resourced provision for children with speech, language and communication needs that are placed in both the infant and junior schools.

The majority of our pupils are white British. Our percentage of pupils with SEN and needing support to access a full curriculum is lower than the national average, however the percentage of children with Education Health Care Plans is higher than the national average. Currently, we do not have any pupils who use a wheelchair, and our school is not fully accessible for individuals with mobility needs due to the number of stairs throughout the building, including classrooms located across three split levels.

Children and adults who are wheelchair users can access the classrooms via outside doors and can get into the lower portion of the school via tunnels leading from the outdoor to indoors.

We have an accessible toilet and there is a handrail either side of the toilet and a changing table. In this toilet, washbasins are at a low level and there is an emergency cord in the toilet which can be pulled from floor level.

Pupils would be able to access the facilities in school such as the library shelves, the serving counter in the hall and the tables. Fire doors are accessed by pushing and exiting straight outside.

Our car park has a disabled space close to the school entrance. Kerbs are dropped. Our school is located near to a local bus service and a wheelchair user can access the school from the bus stop.

We offer a broad a balanced curriculum which is differentiated and adjusted to meet the needs of all pupils. Provision for pupils with additional needs is overseen by our Inclusion Leader or Resource Provision Manager. Pupils with identified Special Educational Needs all have an Individual Outcome Plan (IOP) which outlines the support they will receive in school. As required, we provide specific resources for our pupils. For example, we may provide larger print or colour paper to help with visual impairments. Any necessary adjustments are noted on the pen portraits and adapted as the child moves through the school. Adjustments are made to enable pupils to access the wider curriculum. For example, when planning a trip, we visit the site in advance and prepare the child in advance for example through a social story, photographs, videos etc. We also make adjustments for children with mobility or physical needs to ensure that they can full participate in trips or walks within the local area, for example the use of buggy or adaptations to the walking routes.

We take advice and support from outside agencies where appropriate and plan for individual needs. We work with parents to ensure that their child has the best possible support which will begin with a meeting with the Inclusion Leader or Resource Provision Manager. Training for staff is on-going and we will invest in training as we need too. Staff have been trained in first aid and other medical issues such as epilepsy, diabetes, Staff have been trained in emotional coaching and zones of regulation to support children in de-escalating.

The priorities for this Accessibility Plan for our school were identified through a detailed audit undertaken by the Headteacher, Inclusion Leader and the Site Manager. The priorities were discussed and agreed with the Governing Body.

Making it happen

Management, coordination and implementation

The Headteacher will meet with the Inclusion Leader and Site Manager to oversee the implementation of this plan. The Headteacher and Site Manager will work with the Business Manager to cost any changes and ensure good value for money.

The Site Manager will source any contractors needed and be responsible for ensuring safe work is carried out.

The Inclusion Leader will ensure that prior to a new pupil starting our school, provision has been discussed with parents and the relevant outside agencies.

Any adaptations/training will be co-ordinated in response as the need arises. Provision, training and the implementation of this will be co-ordinated by the Inclusion Leader.

Monitoring our plan

We will be constantly evaluating and adapting our curriculum and environment to meet the needs of all our pupils. The objectives written above will be evaluated annually and progress will be reported back to the Governing Body by the Headteacher. Some objectives may change as we adapt to any new pupils entering our school.

Getting hold of the school's plan

This plan will be found on the school's website and a copy will be in the school office for visitors to access. We will ensure that if needed, this plan can be provided in alternative forms such as audio or in larger print.

Further Information

Should you wish to discuss any areas on the plan or if you would like a tour of the school to decide if the school meets your needs then please contact the school office and we will be happy to meet with you. We are always seeking to improve our facilities and if you would like to discuss any concerns please contact the office to make an appointment to meet with the Inclusion Leader or Headteacher in the first instance.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Timescale
Continue to develop staff understanding of SEND and ensure staff remain up to date with current legislation, expectations and policies	Knowledge of SEND Understanding and implementation of Ordinarily Available Provision (OAP)	Continuation of CPD for all staff around SEND and meeting needs of all children Adaption of plans to support needs Use of OAP to meet needs of children	Observations of practice Impact of practice on children	SENCo SLT	Beginning of each year and then ongoing
To liaise with pre-school providers prior to children starting school to identify any children that have SEND needs	Early identification of SEND needs	EYFS lead/SENCO/RP lead to liaise with pre-schools prior to induction and starting school to identify children with SEND needs TPA meetings with both settings to prepare and identify needs, what has been successful and what can be transferred into school setting to support child Identify any particular resources/furniture/adaptions of the environment that needs to be put in place prior to child starting school	Observation of child in class – check needs being met Continue to monitor and adjust	EYFS lead EFYS team SENCO RP lead	Summer term every day
To ensure parents with disabilities can access information	Accessibility of information for all parents	Ensure information provided is accessible for all parents - e.g. larger print, reading to parent, dyslexic friendly	Parent views support this	Office team	Ongoing
To improve accessibility of information to parents who are EAL	Parents/carers who have English as an additional language	Identify on starting school those who do not have English as primary language and note what is the main language read and spoken at home To ensure that EAL parents are offered the opportunity for clarification of information • EMTAS phone line • Coffee events	All parents will understand the school processes and procedures and the information provided about their child.	Office team All staff	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Timescale
		- Dual language information - Translation for parent consultations - Google translate on the website EMTAS support where needed for parents and child Translation of school letters into primary language			
To maintain the playground and ensure accessibility for all children to enjoy play	Play equipment is accessible and maintained	Continuation of OPAL to ensure all children have access to quality play and meets the needs of all children Equipment is well maintained and loose parts are checked and replaced as needed Equipment is upgraded or replaced when necessary Play areas are safe and well maintained- -free of debris, etc	Improvement of the quality of play-times/lunchtimes Children respond positively to play	All staff	Summer 26 and ongoing

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