

Accessibility plan

Stockton Primary School

Approved by: A Bedgood

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1. 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

Our 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.

Stockton Primary is fully committed to inclusion and developing a sense of true belonging for each and every pupil without discrimination.

The plan will be made available online on the school website, and paper copies are available upon request.

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

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including ,pupils , parents and governors.

2. 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability – particularly those with vision impairment	The school is fully committed to offering a broad and balanced curriculum for all which takes into account the interests and needs of the children • Our school offers a differentiated and adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	To further develop access to the curriculum through audit and action planning 1. To enhance access to all areas by acquiring suitable equipment for visually impaired students	Working in tandem with WCC vision team audit the curriculum to ensure that school is best equipped to meet the needs of learners with vision impairment Develop a plan to acquire the necessary resources to provide enhanced access Develop areas of the curriculum so that all pupils can be informed about enabling environments for pupils with vision impairment	AB, RR	July 2026	All areas of the curriculum will take into account the needs of pupils with vision impairment School will have resources to support access

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Door width	To ensure that the refurbishment of the EYFS garden takes into account the needs of those with a disability Develop the EYFS site so that all rooms have changing facilities Ensure that all current facilities are well maintained	Design and construction of the Willow classroom outdoor area to take into account the needs of pupils with disabilities i.e. ensure that all pupils would have good access to resources such as sandpits, construction equipment, planting beds When appropriate ensure that the Willow and Beech rooms have appropriate changing facilities within the toilet block Ensure that ramps, disabled toilets, shelving etc are all checked regularly by the site team and that maintenance is carried out	AB, RR, PW	September 2026	The Willow outdoor area will be redesigned with all pupils able to access the equipment Changing facilities will be available in each building All existing modifications and resources to support accessibility will be in good repair

AIM	CURRENT GOOD PRACTICE	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Stockton Primary uses a range of resources to aid the delivery of information – this includes • Dyslexia friendly fonts • Enlarged print • Technology – e.g. ipads so that pupils can take photographs of text etc and enlarge/enhance to meet their needs • Objects of reference are used • Braille • Signage • Visuals and concrete apparatus	To ensure that information is delivery in a plethora of ways Expand the use of visuals Develop expertise in braille within the staff body Use symbols and signs more explicitly Assess the environment to ensure that it is as good as can be to aid visually impaired pupils – with support from WCC vision team	Make recommendations to staff in regard to lesson resources Train staff member in Braille Use professionals to assess the environment with regard to making navigation as easy as possible for vision impaired pupils	AB, RR	July 2026	Visuals to be seen in lessons and the environment Staff member to become competent in the use of Braille School environment to be vision impairment friendly

4. Monitoring arrangements

This document will be reviewed every annually with the Director of Inclusion during one of the school's visits. It may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCO (Rachel Reed) and the Headteacher (Anne Bedgood)

It will be approved by Stockton's LGB

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments and policies
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy and Information Report
- Supporting pupils with medical conditions policy