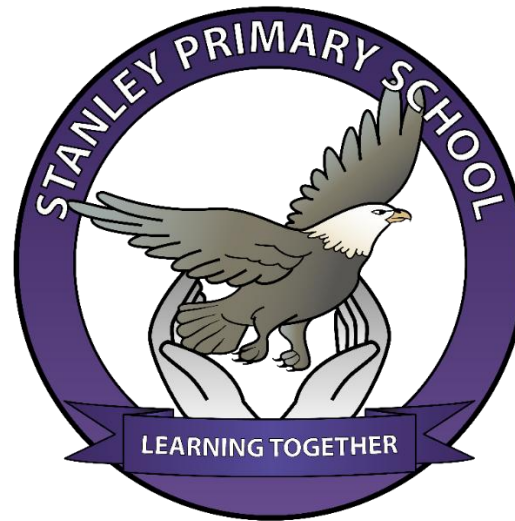


STANLEY PRIMARY SCHOOL



SCHOOL ACCESSIBILITY PLAN 2026 - 2029

Approved by:	Full Governing Board	Date: March 2023
Last reviewed on:	April 2026	
Next review due by:	April 2029	

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1. AIMS

This plan outlines how Stanley Primary School aims to increase access to education for pupils with disabilities in the three areas required by the Planning Duties in the Equality Act 2010.

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.



Each child who joins our school will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. The purpose of this accessibility plan is to show how Stanley Primary School intends, over time, to increase the accessibility of our school for disabled

pupils. Stanley Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors.

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.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in three areas:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

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, staff and governors of the school.

The governing body recognises its responsibilities towards employees with disabilities, and will:

Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.

Provide appropriate support and provisions for employees with disabilities to ensure that they can carry out their work effectively without barriers.

Undertake reasonable adjustments to enable staff to access the workplace.

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 Human Rights Act 1998, the Children and Families Act 2014, the Education Act 1996 and the Special Educational Needs and Disability Regulations 2014.

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](#) 2015, '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.

3. ACTION PLAN

Our aims are to:

- a. Increase access to the curriculum for pupils with a disability
- b. Improve and maintain access to the physical environment

- c. Improve the delivery of information to pupils with a disability

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated/adapted curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils including those with disabilities.	Curriculum is subject to ongoing review to ensure it meets the needs of all pupils. Continue to work with Blackpool advisory service for advice and recommendations. Ensure all TA's have opportunity for training.	SLT Class teachers TA	Ongoing

	<p>Accessible storage and children's equipment at their level.</p>	<p>Inset/staff to provide regular training for teachers.</p> <p>Needs of pupils are incorporated into the planning process.</p>		
<p>Improve and maintain access to the physical environment</p>	<p>Ramps, corridor width, disabled parking availability, disabled toilet and changing facilities.</p> <p>Library shelves at wheelchair - accessible height.</p> <p>Most teaching areas are at ground level making them accessible from within the school.</p> <p>Risk assessments are completed in accordance with the current policy. The</p>	<p>No action is required to make classrooms more accessible.</p> <p>Continue to work with Blackpool advisory service for advice and recommendations.</p> <p>Environmental audits to be completed each term, three times a year.</p> <p>Incorporation of appropriate colour schemes when; refurbishing, re-</p>	<p>SLT</p> <p>Class teachers</p> <p>TA</p> <p>Site supervisor</p>	<p>Ongoing</p>

	<p>school has an enclosed area within the school grounds which could accommodate assistance dogs for exercise, water etc.</p>	<p>decorating and adding fixtures and fittings</p>		
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible to all. This includes: Large print resources, pictorial / symbolic representations, internal signage, coloured paper, overlays,</p> <p>Displays are appropriate for the height of all children.</p>	<p>Continue to work with Blackpool advisory service for advice and recommendations.</p>	<p>SLT Class teachers TA</p>	<p>Ongoing</p>

Section 3: Access Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site supervisor	Ongoing
Corridor access	Corridors are kept clean, tidy and free from obstruction at all times	Maintain and ensure access Three environmental walks per year	Class teachers SLT	Ongoing
Parking bays	Disabled Parking	Mark a disabled parking bay in the infants	Headteacher / Site supervisor	
Entrances	Enclosed, accessible and tidy lobby	None required	Headteacher	Ongoing
Toilets	A disabled toilet is located near the junior library. There is an emergency pull cord alarm. The space is wide	None required	Headteacher	Ongoing

	enough to manoeuvre a wheelchair.			
SEND Unit	2 classrooms and 2 accessible toilets, nappies available	None required	None required	
Reception areas	Accessible to wheelchair users via ramps, double doors and a handrail	None required	Headteacher	Ongoing
Internal signage	Large signs in place	None required	Headteacher	Ongoing
Emergency escape routes	Fire evacuation plan in place	Ensure weekly testing of system and maintenance	Site supervisor	Ongoing
Flooring	Non slip	Ensure flooring is checked regularly.	Site supervisor	Ongoing
Portable access ramp for wheelchairs	Non slip	Ensure it is placed on a solid service	Teachers	Ongoing

Accessibility will be considered with all new building developments in school.

4. MONITORING ARRANGEMENTS

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the headteacher.

It will be approved by the governing board and the headteacher.

5. LINKS WITH OTHER POLICIES

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

- Risk assessment policy
- Admission policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Behaviour to learn policy
- School Brochure/ prospectus / curriculum drivers
- Playground risk assessments
- Relevant risk assessments for activities
- School development plan
- Curriculum Models
- Administering medication policy
- Data protection policy