



Accessibility Policy

This policy was adopted by the Full Governing Body.

Updated: Autumn 2025

Next review: Autumn 2028

Signed:

Chair of Governors

Date:

Signed:

Headteacher

Date:

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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.

At Stonehill School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state:

Stonehill School aims to:

- Provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- Nurture children towards positive self-worth, self-confidence as learners and to help each child mature socially and emotionally.
- Secure an inclusive learning environment and to support individual pupils with special educational needs and with disabilities.

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

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 Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

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/carers, staff and governors of the school.

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.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated 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 	<p>Short-term: Ensure all staff are confident in differentiating lessons and using adaptive technology.</p> <p>Medium-term: Embed inclusive teaching strategies consistently across all subjects.</p> <p>Long-term: Ensure the curriculum fully reflects diversity and disability awareness, and all pupils can access learning independently where possible.</p>	<ul style="list-style-type: none"> • Provide staff training on differentiation and use of assistive technology (e.g. ipads, speech-to-text tools). • Audit classroom resources to ensure accessibility for all pupils. • Review curriculum plans to identify and remove barriers to learning. • Implement pupil voice feedback on accessibility of lessons and materials. • Continue to review and update SEN support plans. 	<p>SENCo</p> <p>Class Teachers</p> <p>Subject Leaders</p>	<p>Short-term: End of current academic year.</p> <p>Medium-term: Within 2 years.</p> <p>Long-term: Within 3–4 years.</p>	<ul style="list-style-type: none"> • Staff report increased confidence in adapting teaching and using assistive tools. • Lesson observations show inclusive practice across the school. • Resources and displays reflect diversity and accessibility. • Pupils with disabilities make good or better progress from their starting points. • Pupil and parent feedback indicates that learning is accessible and inclusive.

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Grap rails • Step rails • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Short-term: Ensure all areas of the school are accessible to current pupils with physical disabilities.</p> <p>Medium-term: Audit and improve signage, lighting, and classroom layouts for accessibility.</p> <p>Long-term: Ensure that any future building works or refurbishments fully comply with accessibility standards and promote inclusion.</p>	<ul style="list-style-type: none"> • Conduct annual accessibility audit of the school site. • Review individual pupil access needs with parents and professionals. • Improve visual signage. • Maintain and repair ramps, doors, and accessible toilets regularly. • Include accessibility considerations in all future capital works plans. • Ensure emergency evacuation procedures are inclusive and practiced. 	<p>Headteacher SENCo Site Manager Governors</p>	<p>Short-term: End of current academic year. Medium-term: Within 2 years. Long-term: Ongoing / linked to school development plan and building projects.</p>	<ul style="list-style-type: none"> • All areas of the school are accessible and safe for pupils with physical disabilities. • Annual audits show improved physical access. • Pupils and parents report that the school environment supports independence. • Future building plans meet or exceed statutory accessibility requirements.

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Short-term: Ensure all written and visual information provided to pupils and parents is accessible.</p> <p>Medium-term: Develop consistent use of visual supports and inclusive communication strategies across all classes.</p> <p>Long-term: Embed accessible communication practices in all school communications and digital platforms.</p>	<ul style="list-style-type: none"> • Audit the accessibility of current school communications (letters, website, signage, homework materials). • Provide training for staff on adapting written and verbal communication. • Increase the use of visual and auditory aids in classrooms where needed. • Liaise with local authority visual and Auditory specialist teachers to ensure appropriate provision • Review the school website and digital platforms for accessibility compliance (e.g. contrast, text size, alt text). <p>Continue to review and update SEN support plans to reflect up to date needs</p>	<p>SENCo</p> <p>ICT Lead</p> <p>Class Teachers</p> <p>Headteacher</p> <p>Deputy Head</p>	<p>Short-term: End of current academic year.</p> <p>Medium-term: Within 2 years.</p> <p>Long-term: Ongoing, reviewed annually.</p>	<ul style="list-style-type: none"> • All pupils and parents can access school information in a format that meets their needs. • Staff report increased confidence in using inclusive communication strategies e.g. WIDGET. • Pupil and parent feedback indicates information is clear and accessible. • School website and communications are accessible to all.

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 SENCo and Head Teacher.

It will be approved by the Governing Body

5. Links with other policies

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

- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy