

ACCESSIBILITY PLAN



DOCUMENT INFORMATION			
Reviewed by:	Health and Safety Committee & SEND	Review Cycle:	3 yearly or as needed
Last Review:	September 2025	Next Review:	September 2028

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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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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 Stanborough Secondary we are *committed* to providing a fully accessible environment which values and includes all students, 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.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and the governing board 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. The building and site mostly comply with the requirements of the Equality Act 2010.

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 disabled pupil faces in comparison with non-disabled pupils. 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.

This Accessibility Plan contains relevant actions to:

- Increase access to the **curriculum** for all pupils, ensuring those with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- 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.
- Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. 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 timeframe.

3. Action plan

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

Improving Curriculum Access

Stanborough School have a whole school approach to the provision of SEND. The school endeavours to provide a learning environment which allows all pupils to feel safe, secure and valued. Teaching staff set high expectations and encourage independence, providing all pupils with the opportunity to experience success. Teachers must take into account potential barriers to learning and make provisions where necessary to support pupils.

Curriculum planning and assessment for pupils with SEND must take into account the type and extent of the difficulty experienced by the pupil. Stanborough Secondary School's SEND Policy details the processes and provisions available. It covers all areas of SEND as per the SEND Code of Practice (2015). Effective strategies and resources can be found in the SEND policy and IEP's of the individual pupil. Please refer to this policy for further advice and guidance on the school's support of pupils with SEND.

Wider Curriculum

Stanborough Secondary provides a wide range of extra-curricular clubs, activities and visits. Those organising such activities must plan for and support the individual needs of pupils who attend. Where appropriate, the school makes reasonable adjustments to meet the needs of the pupil(s) during activities and visits.

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
Improved Quality First Teaching for SEND pupils.	Deliver departmental staff training to support high Quality First Teaching To observe pupils in lessons to inform better strategies and interventions	Ongoing	All Teaching Staff Training in-house	
Further improve whole school general approach to supporting learners with SEND through training relating to disability equality training	Specific and regular CPD programme for Teaching and Learning, including SEND; staff to work more closely with the SENDCo and plan for the needs of pupils with SEND within their subject area(s)	Autumn 1 2026	SENDCo Training	Ongoing

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
Increase awareness and confidence in teachers to be able to scaffold appropriately for children with dyslexia and dyscalculia.	Assign CPD for dyslexia and dyscalculia, scaffolding and recording methods.	Spring 1 2026	SEND Governor Training Training costs	TBC
Pre-teaching and re-teaching of key objectives and themes	TAs to develop knowledge of curriculum and how to teach objectives prior to lessons to support children's ability to access the learning in whole class context	Ongoing	SENDCo & Tas Training (in-house)	Ongoing
Develop as an 'autism and social communication friendly' school	Training for key staff on autism and social communication difficulties within school from special needs school.	Summer 1 2026	SENDCo & HT Training (in-house) Cost of training	
Develop as a 'communication friendly school'	Training for key staff on SALT and whole school processes.	Autumn 1 2026	BUC & SALT (external) Training	
To develop the use of the school's tracking system to monitor and evaluate the progress of pupils with SEND, and identify pupils with potential SEND	SENDCo to liaise with SLT at Pupil Progress Meetings to track the progress of all pupils	Ongoing	SENDCo & SLT Training (in house)	
Develop the provision of a Sensory Area for pupils with Autism	Current sensory area to be developed to include sensory resources	Spring 2026	SENDCo £500.00	

Physical Environment

At present, our facilities for people with disabilities are subject to limitations, but we will do all that is reasonable to ensure the school's culture, policies and procedures are made accessible to pupils, parents and visitors who have disabilities. We will fulfil our legal and moral responsibilities in order to accommodate the needs of applicants, pupils, parents and visitors who have disabilities which, after reasonable adjustments, we can cater for adequately.

We will consider accessibility needs and requirements during major refurbishment programs or as part of any specific individual needs or requirements should they arise. Nevertheless, where possible, the school will seek to make reasonable adjustments where needed, through classroom and timetable changes to provide access to pupils with SEND.

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
Undertake a Disability Access Audit to review the provision of pupils (and community) with disabilities requiring wheelchair access. To further develop/improve the building to increase accessibility	Develop a long-term Estates Strategy Plan (3-5 years). Consideration to be given to the following: - Ramps, eg front door - Lift - Library shelves at wheelchair-accessible height	Disability Audit - September 2023 Building works – December 2025	Buildings Committee (Board of Governors) Ramps - £1000 Lift - £25,000-£40,000	
Ensure all children with specific physical disabilities can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all children with difficulties. Develop a system to ensure all staff members are aware of their responsibilities.	As required	SENDCo & Office Admin Resource – PEEP Template	
Improve ground floor accessible toilet alert facility	Review assistance alarms in accessible toilet and extend assistance cord	As soon as possible	SENDCo & Site Manager Cost of existence cord	
Appropriate use of specialised equipment to benefit individual pupils & staff	Meet with relevant professionals to discuss adjustments which could be made and resources which could be purchased.	Spring 1 2026	SENDCo; SALT, -TBA	

Written Information

Aim	Action	Timescale	Responsibility, Resources & Cost	Date Complete
Develop availability of written material in alternative formats when specifically requested	Undertake a whole school communication review. School be aware of service available for converting written information into alternative forms. As and where required, a range of communication methods to ensure information is accessible will be made available. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Use of Technology	Communication review – Summer 2026	SENDCo	
Provide information in other languages for children or prospective children who may have difficulty with hearing or language problems.	Access to translators, sign language interpreters to be considered and offered, if possible.	As required	SENDCo and Administrative staff Resources	
To ensure that all parents/carers can access all information on the website.	To provide hard copies of newsletters and policies when requested and printed in large print if required. Letters and communication from the school can be accessed in a range of different languages- on request. To make our Website Accessible in other languages.	Spring 1 2026	IT Technician & Administrative staff	

4. Monitoring arrangements

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

5. Links with other policies

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

- Risk assessment policy
- Health and Safety Policy
- Equality Policy
- SEND Policy

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