



STOKES WOOD PRIMARY SCHOOL

ACCESSIBILITY POLICY, ASSESSMENT AND ACTION PLAN

September 2026 Review

Purpose of the Plan

The Plan is for disabled pupils who are in the school now, pupils who may join the school in future, and pupils whose needs may become known through the Local Authority or other agencies. Over time, the school will aim to embed accessibility considerations into school improvement, curriculum development, the physical environment, professional development and wider planning. The school will keep accessibility under review across three key areas: access to the curriculum, access to the physical environment and access to information.

1. Identifying Barriers to Access - School Checklist

This checklist is used to help identify barriers to access. It is not exhaustive and should be reviewed as needs, pupils, facilities or arrangements change.

Curriculum Delivery	Current Position
Do teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Yes. Staff receive ongoing CPD, including training on SEND, adaptive teaching, medical needs, safeguarding and inclusive classroom practices to support disabled pupils effectively. Specialist services, including Visual Support Team, Hearing Support Team and Physical Support Team visit identified individual pupils regularly as well as Physiotherapists and Occupational Therapists.
Are classrooms organised to support disabled pupils?	Yes. Classrooms are organised to provide an accessible, inclusive learning environment, with reasonable adjustments made according to individual pupil needs.
Do lessons provide opportunities for all pupils to achieve and respond to pupil diversity?	Yes. Teachers use adaptive teaching strategies, differentiated resources and personalised support to ensure all pupils can access learning and make progress. Staff have received CPD around neurodivergent learners. Resources used are considered in light of diversity and staff recognise the importance of representation across all aspects of life.
Are pupils encouraged to take part in music, drama and physical activities?	Yes. The school actively promotes participation in all areas of the curriculum and wider school life, making reasonable adjustments where necessary to enable inclusion.
Do staff allow for additional effort or time required by some disabled pupils, for example lip reading or use of specialist equipment?	Yes. Staff recognise individual needs and provide additional time, resources and support, including the use of specialist equipment where appropriate.
Are alternative ways of accessing an activity considered where a pupil cannot take part in the usual way?	Yes. Alternative approaches and reasonable adjustments are considered to ensure pupils can participate as fully as possible in learning and activities.
Is appropriate computer or assistive technology considered where required?	Yes. The school considers and implements assistive technology and specialist equipment where this supports a pupil's access to learning and independence. Staff have access to training around assistive technology to support its use within the classroom.
Are school visits and activities planned with accessibility in mind?	Yes. Accessibility, inclusion, risk assessment and individual pupil needs are considered when planning educational visits and extracurricular activities.
Do staff seek to remove barriers to learning and participation?	Yes. Staff work proactively to identify and remove barriers to learning, participation and achievement, ensuring equality of opportunity for all pupils.

2. Is the School Designed to Meet the Needs of All Pupils?

Physical / Environmental Access	Current Position
Do the size and layout of classrooms, halls, play areas, social areas and outdoor facilities allow access for pupils?	Yes
Can wheelchair users move around the school without unnecessary barriers from doorways, steps, stairs, toilets or showers?	Partly - alternative routes are required in some areas
Are routes around the site and parking/drop-off arrangements safe, logical and appropriately signed?	Yes
Do emergency and evacuation arrangements consider disabled pupils, staff and visitors?	Yes - PEEPs used where required
Could décor, signage, glare, noise or the sensory environment create barriers for pupils with visual, hearing, sensory or other needs?	Review as required
Are areas used by pupils adequately lit?	Yes
Is furniture and equipment selected, adjusted and positioned appropriately?	Yes

3. Access to Information and Other Formats

Information Access	Current Position
Can information be provided in alternative formats where required, for example enlarged print, visual prompts, symbols or digital formats?	Yes / As required
Is information presented in a way that is accessible to pupils with identified needs?	Yes / As required
Does the school have access to ICT and other resources that can support alternative formats?	Yes / Review
Are staff able to seek SENDCO or specialist advice where a pupil requires a particular format or communication approach?	Yes

4. Accessibility Assessment - Physical Facilities

The following section updates the previous DDA Initial Assessment Framework. The Equality Act 2010 is now the main legal framework. Existing information has been retained where useful; figures that need checking are marked 'To be confirmed'.

Facility	Current Position
Lift	None
Stair lift	None
Ramps	Available - confirm locations Main entrance carpark, Jr entrance, internal ramp leading to SEN area
Handrails	Available – all ramped area and stairs.
Wide doorways	Available in many areas - confirm
Automatic doors	None
Accessible toilets	4
Changing bench / toileting facility	2
Moveable hoist	None
Fixed hoist	None

5. Site Access Review

Area	Current Position / Review Point
Parking / drop-off	There are currently no designated disabled bays
Main approach	Route from the site entrance is generally accessible. Condition, width, dropped kerbs and signage to be checked during the annual accessibility walk.
Main entrance / reception	Ramp and steps with handrails are provided. Security access pad prevents independent opening by a wheelchair user; visitors are admitted by office staff.
External areas	Ramps provide access to different parts of the building, but internal changes in level mean a wheelchair user may need to use an external route in some areas.
Mobile / separate accommodation	Mobile accommodation did not have easy wheelchair access and that room allocation may need adjusting if required.
Accessible WCs / changing	Accessible WCs and an accessible changing/shower facility. 4
Internal circulation	Some internal steps mean alternative routes are required. Teaching areas are generally accessible, although external ramps may be needed to move between some parts of the building.
Teaching and specialist areas	Previous assessment recorded access to the hall, performing arts and library. Current room numbers and accessibility to be confirmed.

6. Sensory, Communication and Specialist Resources

Area	Current Position / Action
Acoustic environment	Acoustic ceiling tiles throughout and blinds/soft furnishings in parts of the school.
Visual environment	Blinds, glare, lighting, highlighted edges, signage and any specialist visual impairment equipment to be considered as part of individual needs and site review.
Communication systems	Visual timetables and symbol/signing approaches were recorded previously. Current use to be confirmed with SENDCO.
Specialist resources	Any specialist equipment or resources should be recorded where required for an individual pupil. Current numbers to be confirmed.
Staff specialist qualifications / experience	Numbers and current qualifications to be confirmed with SENDCO/SLT. No individual staff names should be included in the published plan unless necessary.

7. Emergency Evacuation and PEEPs

The school's emergency arrangements will consider disabled pupils, staff, visitors and community users. A Personal Emergency Evacuation Plan (PEEP) will be completed where an individual may require assistance to evacuate safely. PEEPs should be reviewed when the person's needs, usual location or building arrangements change.

8. Accessibility Action Plan

Target	Steps we will take	Responsibility	Timescale	Success / Progress
Short Term - review existing Equality / Accessibility actions	1. Review the existing actions with the relevant staff and governors. 2. Confirm which actions have been completed. 3. Identify any actions that are still relevant or outstanding. 4. Update timescales or actions where required.	Headteacher / SENDCO / Governors / Site Manager as appropriate	2026 review	Existing actions retained pending confirmation.
Increase access to the curriculum for disabled pupils.	1. Identify any barrier preventing a pupil from taking part fully in lessons or activities. 2. Agree appropriate reasonable adjustments and support. 3. Where a premises or physical access issue is identified, review practical options. 4. Put agreed adjustments in place where reasonably practicable. 5. Review whether the adjustment has improved access and record any further action needed.	Headteacher / SENDCO / Teaching staff / Site Manager where premises input is required	From September 2026; review as needs arise and at least annually.	Barriers are identified, actions are recorded and pupils are supported to participate as fully as possible. To be reviewed.
Improve access to PE, educational visits, clubs and school events.	1. Consider accessibility when activities are planned. 2. Identify any individual support or adjustments required. 3. Refer physical access or safety concerns to the Site Manager before the activity where possible. 4. Consider a suitable alternative where the original activity cannot reasonably be made accessible.	Teaching staff / SENDCO / Trip or activity lead / Site Manager as required	Ongoing	Accessibility is considered at planning stage and avoidable barriers are reduced. To be reviewed.
Ensure information is provided in an accessible format where required.	1. Identify where a pupil requires information or resources in a different format. 2. Provide suitable formats where required, for example enlarged print, visual prompts, symbols, digital resources or adapted materials. 3. Where appropriate, consider the accessibility of key school information provided to pupils and families. 4. Review arrangements if needs change.	SENDCO / Teaching staff / School office as appropriate	As required	Pupils can access information and learning resources in a suitable form. To be reviewed.
Plan ahead for known accessibility needs.	1. Where possible, consider accessibility needs before a pupil joins the school or moves class. 2. Identify any support, equipment or changes required. 3. Check any physical access requirements and arrange or raise necessary works. 4. Refer larger works, specialist advice or funding requirements to SLT / Local Authority as appropriate. 5. Take account of the pupil's needs and, where appropriate, views from parents/carers and relevant professionals.	Headteacher / SENDCO / Teaching staff / Site Manager	Before admission / transition where possible and when needs change	Known barriers are identified early and actions are planned. To be reviewed.
Continue to improve the physical accessibility of the school.	1. Complete an annual accessibility walk of the site involving the Site Manager and SENDCO/SLT. 2. Review entrances, routes, ramps, internal changes in level, doors, lighting, signage and accessible facilities. 3. Record identified barriers and deal with minor defects through normal premises procedures. 4. Consider accessibility when refurbishment, alteration or significant maintenance work is planned.	Site Manager / Headteacher / SENDCO	Annual accessibility walk and ongoing	Physical barriers are recorded and improvements are completed, programmed or retained as outstanding actions where funding/feasibility is required. To be reviewed.

Target	Steps we will take	Responsibility	Timescale	Success / Progress
	5. Refer larger adaptations to SLT / Local Authority for feasibility, specialist advice and funding where required.			
Ensure safe emergency evacuation arrangements are in place where required.	1. Identify pupils, staff or regular visitors who may need assistance to evacuate safely. 2. Complete a Personal Emergency Evacuation Plan (PEEP) where required. 3. Consider escape routes, assistance, evacuation equipment and any staff support or training needed. 4. Review the PEEP if the person's needs, location or building arrangements change.	Headteacher / SENDCO / Site Manager / relevant staff	As required and when circumstances change	Appropriate evacuation arrangements are documented, understood and kept under review.
Review progress against this Accessibility Plan.	1. Review this action plan at least annually. 2. Record actions completed during the year. 3. Record actions still outstanding and the reason, including funding, feasibility or Local Authority input where applicable. 4. Add new actions where pupil needs, site changes or the annual accessibility review identify another barrier. 5. Update the Success / Progress column so the plan provides a clear record of improvement over time.	Headteacher / SENDCO / Site Manager for premises actions / Governors as appropriate	Annual review	The plan remains current and shows what has been achieved, what is ongoing and what further action is required.

9. Existing Medium and Long Term Physical Access Targets

Term	Target	Action	Timescale	Progress
Medium Term	Remove or overcome the internal steps between Y1/2 and Y3/4 areas and the cloakroom area so wheelchair users can move between parts of the building without having to go outside. Consider removable ramps if permanent works are not feasible.	Request Local Authority survey / feasibility advice and obtain quotations where appropriate.	When possible or required	Remains a target due to financial constraints.
Long Term	Continue to improve rooms and the wider environment to accommodate disability needs, including acoustics, furnishings, flooring, glare reduction, windows, lighting and signage.	Consider accessibility requirements during refurbishment and improvement works.	As required or possible	LED lighting has been installed across the school; carpets/flooring are being replaced in rotation; blinds were replaced in April 2024. Further improvements remain subject to need, feasibility and funding.

10. Examples of Accessibility Needs and Adjustments

Need	Examples of Adjustments / Considerations
Visual impairment	Enlarged print, appropriate seating, good lighting, reduced glare, clear/high-contrast signage, uncluttered routes and accessible digital materials.
Hearing impairment	Appropriate classroom positioning, reducing background noise, visual information/instructions, consideration of acoustics and specialist equipment/advice.
Physical or mobility needs	Step-free routes where available, ramps, accessible toilets/changing, suitable furniture, classroom location and access planning for lessons, PE, trips, clubs and events.
Sensory needs	Consider noise, lighting, busy environments and suitable quieter spaces or other reasonable adjustments where identified.
Communication and learning needs	Visual prompts, symbols, adapted or simplified information, accessible digital resources and other formats/equipment identified by SEND staff or specialists.
Medical or other individual access needs	Consider individual arrangements, relevant risk assessment/care plan and specialist advice where a disability or medical need affects access.

Where appropriate, the school will take account of advice from the SENDCO, parents/carers and relevant professionals, including Occupational Therapy, Physiotherapy, Speech and Language Therapy and Hearing or Vision specialist services.

Premises or physical access actions identified through specialist advice will be considered by the Site Manager with the Headteacher/SENDCO. Larger adaptations or funding needs will be recorded in the Action Plan and referred on as appropriate.

Review: This document will be reviewed at least annually and sooner where a significant accessibility need or site change identifies a new barrier. Items marked 'To be confirmed' should be checked at the next accessibility review.