



The Stonebridge School

Accessibility Plan

September 2025

'Learning for Life'

Headteacher: Leena Pacquette

Deputy Headteacher & Designated Safeguarding Lead: Preesha Lachani

Assistant Head Teacher responsible for Inclusion: Nasreen Iqbal

Date of Policy: November 2025

Review date: September 2028

Ratified by Governors:

1. Aims

1.1 The Stonebridge School is committed to ensuring equal access and opportunity for all pupils, including those with disabilities or special educational needs (SEND), in line with the Equality Act 2010.

1.2 This plan aims to:

- Increase the participation of disabled pupils in the curriculum.
- Improve the physical environment to better support pupils with disabilities.
- Enhance the availability of accessible information for pupils, parents, and staff.

1.3 We strive to create an inclusive, supportive environment where every pupil, regardless of their starting point, can thrive emotionally, academically, and socially.

1.4 Our commitment is to treat all members of the school community fairly and with respect, promoting dignity and equality for all.

1.5 Staff training on equality, disability awareness, and inclusion is a priority to ensure that all pupils receive the support they need to succeed.

1.6 We maintain open communication with parents, carers, and external agencies to ensure collaborative support for pupils with additional needs.

2. Legislation and Guidance

2.1 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.

2.2 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.

2.3 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.

2.4 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.

3. Action Plan

Aim 1: Increase participation of disabled pupils in the curriculum

Target	Strategies	Timescale	Responsibilities	Success Criteria
Liaise with pre-school providers to identify pupils needing additional support before EYFS entry.	Early identification through meetings and information sharing; assess needs; prepare tailored provision.	Summer term annually	Headteacher, Inclusion Manager, EYFS Teachers	All identified pupils have tailored support ready for start of school.
Liaise with schools for in-year transfers to identify needs and prepare provision.	Contact previous schools; review records; plan adaptations and support.	As required	Inclusion Manager, Class Teachers	New pupils receive appropriate support from day one.
Maintain effective communication with external agencies (e.g., speech therapists, occupational therapists).	Schedule regular meetings; share updates; implement recommendations.	Ongoing	Inclusion Manager, Staff	Collaborative working evidenced by meeting notes and improved pupil outcomes.
Maintain positive communication with parents/carers regarding their child's needs and progress.	Regular meetings, reports, and home-school communication.	Ongoing	All Staff	Parents feel informed and involved; positive feedback received.
Ensure inclusion in wider curriculum activities (trips, clubs).	Conduct risk assessments; provide staff training; create personalised access plans.	Ongoing	All Staff, Educational Visits Coordinator	Pupils with disabilities participate fully and safely in activities.

Aim 2: Improve the physical environment

Target	Strategies	Time scale	Responsibilities	Success Criteria
Make reasonable adjustments for pupils with disabilities, including	Train staff; develop personalised risk	Ongoing	Inclusion Manager, Site	Safe and inclusive environment;

evacuation plans.	assessments; liaise with specialists.	ng	Manager, All Staff	successful evacuations in drills.
Plan and implement physical improvements considering accessibility (e.g., ramps, lighting, signage).	Disabled parking bay Disabled toilets on every floor Library shelves are wheelchair accessible Wide corridors Lift access	On going	Headteacher, SLT, Site Manager, Governors	Physical environment supports access for all pupils and visitors.

Aim 3: Improve delivery of information

Target	Strategies	Tim esc ale	Respon sibilitie s	Success Criteria
Ensure parents with disabilities can fully support their child's education.	Identify needs proactively; offer information in accessible formats; provide communication support.	On going	All Staff, Admin Team	Parents report ease of access and support.
Provide accessible information to pupils, parents, and visitors.	Use alternative formats (large print, digital); ensure access arrangements for assessments.	On going	All Staff, Admin Team	Information is accessible and understood by all stakeholders.

4. Monitoring and Review

This plan will be reviewed every three years or sooner if needed to reflect changes in legislation, school context, or pupil needs.

5. Links with Other Policies

- Equality Policy
- Inclusion Policy
- SEND Information Report
- Safeguarding Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- School Development Plan