Shipston-on-Stour
Primary School

THE STOUR FEDERATION
LEARN, GROW, SUCCEED TOGETHER
MULTI ACADEMY TRUST

Accessibility Planning Objectives 2026-2029



The Stour Federation

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1. AIMS

Schools in The Stour Federation Multi Academy Trust are required under the Equality Act (2010) to have an accessibility plan. The purpose of the plan is to:

- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Increase the extent to which pupils with disabilities can participate in the **curriculum**.
- Improve the availability of accessible **information** to pupils with disabilities.

The Stour Federation is committed to treating everyone in our school communities fairly and with respect. This involves providing access and opportunities for all pupils, staff, parents, governors and visitors without discrimination of any kind. We aim to reduce and eliminate barriers for access to the curriculum, the site and relevant information to ensure full participation in the school community for pupils with a disability.

Our Trust Core Inclusion Principles

Our approach to accessibility and inclusion is guided by five foundational principles:

1. Dignity and Respect: We view differences and disability as normal, valued aspects of humanity. Our educational provision is characterized by high expectations, dignity, and personal respect.
2. Empowerment and Success for All: We create learning environments where diversity is celebrated, unique strengths are nurtured, and success across academic, social, and personal domains is recognized.
3. Early Identification and Proactive Support: We identify learning and access needs at the earliest opportunity, putting in place timely, evidence-informed support to prevent barriers from compounding.
4. Expertise and Innovation: We apply strategic, evidence-based teaching strategies and specialized expertise to eliminate learning barriers and raise attainment.
5. Action at All Levels: Inclusion is a shared agency. Every staff member, leader, governor, and partner plays an active role in advancing accessibility across our school community.

2. PURPOSE OF THE POLICY AND PLAN

This Accessibility Policy and Plan sets out the strategic framework and operational commitments of Shipston-on-Stour Primary School to ensure fair, equal, and non-discriminatory access for all pupils, staff, parents, carers, and community visitors.

The primary purposes of this document are:

Statutory Compliance: To fulfill our statutory duty under Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) statutory guidance, ensuring that disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

Barrier Elimination: To systematically identify, reduce, and eliminate physical, environmental, pedagogical, and communication barriers across all aspects of school life.

Curriculum Participation: To ensure that pupils with physical, sensory, cognitive, or communication disabilities can fully access and participate in the broad, balanced National Curriculum, as well as extra-curricular activities, educational visits, and school events.

Environmental Access: To continuously improve the physical building, learning spaces, grounds, and digital infrastructure so that all facilities and services are accessible to pupils, staff, and visitors. Accessible Information: To guarantee that school information, learning resources, policies, pupil progress reports, and communications are provided in accessible formats tailored to individual needs.

Inclusive Culture: To foster an inclusive school culture grounded in dignity, mutual respect, and equity, where diversity is celebrated and no pupil or family feels like an outsider.

Governance and Accountability: To define clear lines of leadership, governance, accountability, and professional development, ensuring that accessibility planning informs all school development decisions and budget allocations.

3. LEGISLATION AND GUIDANCE

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 (2014), '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.

This policy complies with our funding agreement and articles of association.

This policy and plan have been drafted in strict accordance with relevant UK statutory legislation and DfE guidance, including:

Equality Act 2010 (Schedule 10): Requires schools to produce, implement, and maintain an accessibility plan to increase curriculum access, improve the physical environment, and enhance accessible information.

SEND Code of Practice (0–25 years): Mandates reasonable adjustments, including auxiliary aids and services, for disabled pupils to prevent substantial disadvantage.

Keeping Children Safe in Education (KCSIE 2026): Ensures safeguarding procedures account for additional vulnerabilities, communication barriers, and isolation risks facing SEND pupils.

Working Together to Improve School Attendance (2024): Emphasizes targeted, proactive support to eliminate attendance barriers for pupils with medical or additional needs.

Additional Relevant Frameworks: Children and Families Act 2014, Education Act 1996, and the UK General Data Protection Regulation (UK GDPR).

3 MONITORING ARRANGEMENTS

The individual plans for each school will be reviewed every 3 years by the Local Academy Council, but may be reviewed and updated more frequently if necessary.

4. LINKS WITH OTHER POLICIES

The accessibility plans are linked to the following individual school policies which can be found on school websites:

- Health and Safety Policy.
- SEND Policy.
- First Aid Policy.
- Administering Medication and Supporting Pupils with Medical Needs Policy
- Trust Equalities Policy

Shipston Primary School					
	Aim 1: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	To ensure learning environments are inclusive for all current and potential learners.	• To ensure all areas are tidy and clutter free and internal classroom pathways and resources are accessible. • Create low-arousal, predictable environments with neutral spaces, clear organisation, and reduced visual overload. • Sitting positions are adapted for children who need it and physical aids and supports are available to the children who need them. (For example, steps, foot supports, yoga balls, therabands, slant boards, standing desks and wobble cushions). • Flexible approach to the set up and allocation of learning areas and classrooms so that they can be adapted for particular children on roll. • Storage solutions to be sought to enable clutter free areas. • Staff have a shared understanding of the "seven senses"- including proprioception (body awareness) and the vestibular sense (balance) - and how these	2026 - 2027	Headteacher, Teachers, School SENDCOs, Teaching Assistants.	

		influence a child's ability to coordinate actions and interact with others. • To complete classroom sensory audits with identified individual children.			
	To ensure all disabled or mobility-impaired pupils, staff, and regular visitors have up-to-date Personal Emergency Evacuation Plans (PEEPs).	• Identify all individuals requiring support during an emergency evacuation upon admission/diagnosis. • Co-create detailed PEEPs with parent, School SENCO, and relevant staff, taking into account visual, hearing, or physical needs. • Display emergency evacuation routes clearly with high-contrast signage and ensure fire doors and escape routes remain clear and accessible. • Review PEEPs termly or immediately following changes in individual needs.			
Medium term	To reduce barriers for learning environments by making reasonable and sustainable adjustments to classrooms.	• To look at temperature control in classrooms and learning areas, for example air conditioning and fans. • Blinds to be added to classrooms where needed so that temperature and light can be controlled. • Dimmer switches to be added to lights. • Reorganisation of learning spaces including consideration to placement of boards/screens and tables.	2026 - 2028	Headteacher, Teachers, School SENDCOs, Teaching Assistants.	
	Removal of high handles on classroom	• To ensure all new doors and pathways through the school are fire safety	2026 - 2028	School Caretaker	

	doors.	compliant.			
	To ensure there is a calming area and quiet spaces available for all children to access.	• Continual development of classroom and external spaces. • For class teachers to talk to individual children about the safe space they can access and how and when to use it.	2026 - 2028	Headteacher, Teachers, School SENDCOs.	
Long term	To further develop indoor and outdoor spaces where children can access a practical curriculum throughout the different year groups in the school.	• To develop the outside learning areas that are accessible to all year groups. • To evolve the Reception outdoor areas, particularly the flooring.	2026 - 2029	Headteacher, Teachers, School SENDCOs,	

	Aim 2: Increase the extent to which pupils with disabilities can participate in the curriculum.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	To ensure that lesson planning incorporates the needs and abilities of all learners.	• Practical and play based learning to be prepared for the children who need it. • All teachers to follow EEF 5 a day and adaptive teaching guidance. • Scaffolding and visual supports to be incorporated into all lessons. • Relevant manipulatives to be available in every maths lesson.	2026 - 2027	Teachers, School SENDCO, Subject Leaders.	

Medium term		• TAs scaffold learning using the EEF 'least help first' hierarchy. • Adaptations are planned before the lessons. • Review of the maths curriculum. • Ensure that curriculum materials are available in Accessible Formats, such as digital text, Braille, or large print.			
	To embed continuous provision in Year 1 and 2.	• Trust Improvement Leader to support with a continuous provision audit/checklist. • Training for KS1 staff (e.g. Early Excellence)	2026 -2028	Headteacher, Key Stage 1 Teachers, Trust Improvement Leaders.	
	For teachers to support the development of executive function and self regulation for all learners.	• Classroom environments are predictable, secure, and supportive of wellbeing, reducing the emotional stress that can disrupt executive functioning. • Establish clear, predictable routines and rules to support inhibitory control and reduce environmental distractions. • Explicit modelling and scaffolding of planning and organisation. • Align spoken instructions with visual information. • Use scaffolds such as visual reminders, checklists, and planning frames to help children organise their work and manage multi-step tasks.	2026 -2029	All Teachers, Thrive practitioners	

		• Integration of the Thrive programme within the classroom and school day to address underlying emotional needs that impact a child's ability to focus and regulate. • Consistent use of Zones of Regulation to help children identify their internal states and select appropriate strategies for managing their attention and impulses.			
	To review and evolve reward systems to increase the feeling of belonging for all children.	• Continually review systems in place to ensure they are equitable and the successes of all children are recognised.	2026 - 2027	Headteacher Senior Leaders	
Long term	To review the wider curriculum to ensure it is accessible and engaging for all learners.	• To evolve the curriculum to ensure it is suitable for the changing cohorts of learners on roll.	2026-2029	Headteachers Teachers	
	To ensure that extra curricular clubs, trips and wraparound care are accessible to all children with disabilities.	• Use Arbor to monitor attendance at clubs and analyse engagement for pupils with disabilities. • Training	2026-2029	Office staff CEO	

	Aim 3: Improve the availability of accessible information to pupils with disabilities.				
	Target	**Strategies**	**Timescale**	**Responsib-ilities**	**Success Criteria**
Short term	To develop clear, effective parent/Carer & SENDCO communication	• To develop a programme of SEND clinics for parents and carers. • Consistently signposting to local offer. • Trust inclusion termly update to all parents and carers.	2026-2027	School and Trust SENCO	
	To evolve the use of technology to help all learners to access the curriculum.	• To investigate different ways that technology can be used to support learning. • To plan training for teachers and TAs on the use of technology to support learners.	2026-2027	Teachers, School SENDCO, Subject Leaders.	
Medium term	To work collaboratively and proactively with children and families to reduce and remove barriers to school attendance	• To follow the Inclusive Attendance framework. • Use the Attend Framework at an early stage to gather valuable pupil, parent/carer and staff voice. • Offer Early Support to families who would benefit from a multi agency approach in supporting wider concerns/barriers linked to attendance.	2026-2028	SENCO, Headteachers, Teachers,	
	Ensure all school websites, digital portals, and electronic communications meet WCAG 2.2 AA	• Conduct regular digital accessibility audits of the school website and parent communication tools (e.g., Arbor). Ensure all uploaded documents (PDFs, newsletters) are screen-reader accessible and feature appropriate alt-text for	2026-2027	CEO, Office managers, Headteachers	

	accessibility standards.	images. Provide training for staff publishing content online.			
Long term	To review font and spacing on all visual messaging, learning materials, communications and signage to ensure it is consistent and accessible to all learners and ensure that messaging is supported by visuals.	• To choose a font and formatting to be used consistently across the school.	2026-2029	SENCO, Teachers	