



# Stanton Bridge Primary School

## Accessibility Plan

### Our Values

At Stanton Bridge Primary School, our approach to accessibility is rooted in our core values: relationships, listening, care, thinking flexibly and equality.

We are committed to creating an inclusive environment where every child and family feels heard, valued and supported. We recognise that every pupil's needs are unique, and we respond with flexibility, care and strong partnerships.

As a Thinking School, we promote metacognition to help pupils understand and regulate their learning, reflect on their experiences and become independent, confident learners with full access to their education and environment.

### Aims

- To fully implement the Equal Opportunities Policy across all aspects of school life.
- To ensure access to the curriculum for all pupils.
- To improve and maintain access to the physical environment.
- To improve the delivery of written information to pupils and families.
- To develop pupils' metacognitive skills, enabling them to understand and take ownership..

Aim	Current good practice	Objectives	Actions	Who?	When?	Success Criteria
Ensure access for pupils with a physical disability	<ul style="list-style-type: none"> <li>• Lower coat pegs.</li> <li>• Toilets adapted with step and seat.</li> <li>• Classroom layouts adapted to allow space for equipment and independent movement.</li> <li>• Dining hall organised to allow flexible seating arrangements.</li> <li>• All areas of the school are on one level, supporting ease of movement.</li> </ul>	To ensure all areas of the school are fully accessible to pupils with a physical disability.	<ul style="list-style-type: none"> <li>• Maintain a fully inclusive curriculum offer for all pupils.</li> <li>• Continue to adapt classroom and shared spaces as needed.</li> <li>• As part of our transition process, we will proactively adapt the environment before a child with a disability joins the school.</li> <li>• Use metacognitive approaches to support independence, for example:               <ul style="list-style-type: none"> <li>• Teaching pupils to plan how they will move safely around school.</li> <li>• Encouraging reflection on what helps them be independent.</li> </ul> </li> <li>• Although we currently do not have pupils requiring wheelchair ramps, if needed, we will ensure:               <ul style="list-style-type: none"> <li>• Ramps are installed where appropriate.</li> <li>• Pupils can access all areas of the school.</li> <li>• Movement around school is safe, independent and dignified.</li> <li>• Work closely with families and external professionals to plan effectively.</li> </ul> </li> </ul>	HT, Business manager, SLT, H&S Team, SENCo	As required, dependent on pupil need	<ul style="list-style-type: none"> <li>• Pupils access the physical environment safely and independently.</li> <li>• Hygiene and personal care needs are met with dignity.</li> <li>• Full participation in all aspects of school life.</li> </ul>

Increase access for pupils with ASD	<ul style="list-style-type: none"> <li>ASD training delivered by SENCO and SEMHL lead.</li> <li>Clear rules and expectations across school.</li> <li>Visual timetables in all classrooms.</li> <li>Individual strategies (e.g. ear defenders, workstations).</li> <li>Preparation for changes, trips and routines.</li> <li>Social skills groups, social stories and mentor support.</li> <li>Input from external professionals (e.g. educational psychologists).</li> </ul>	To ensure full access to the curriculum and wider school life.	<ul style="list-style-type: none"> <li>Provide ongoing ASD training for all staff, including new staff.</li> <li>Continue developing staff expertise and flexible teaching approaches.</li> <li>Ensure all pupils can access the curriculum, enrichment, trips and after-school clubs.</li> <li>Strengthen pupil voice through listening and responsive practice.</li> </ul>	HT, Business manager, Mentors, SENCO	Reviewed termly (September, January, July)	<ul style="list-style-type: none"> <li>Pupils manage anxieties more independently.</li> <li>Full access to learning in all environments.</li> <li>Active participation in wider school opportunities.</li> </ul>
Increase access for pupils with social, emotional and mental health needs	<ul style="list-style-type: none"> <li>Embed metacognitive and self-regulation strategies, including: <ul style="list-style-type: none"> <li>Teaching pupils to recognise emotions and triggers.</li> <li>Supporting reflection after incidents ("What happened? What could I try next time?").</li> <li>Using check-ins and structured reflection time.</li> </ul> </li> <li>Trained learning mentors.</li> <li>Nurture provision.</li> <li>Whole-school growth mindset approach.</li> <li>Mental health training for all staff.</li> <li>PSHCE curriculum promoting wellbeing.</li> <li>Access to integrated health support.</li> </ul>	To ensure full access to the curriculum and wider school life.	<ul style="list-style-type: none"> <li>Continue to develop staff understanding and flexible classroom strategies.</li> <li>Strengthen partnerships with parents through Thrive action plans and support groups.</li> <li>Prioritise early identification and timely intervention.</li> <li>Promote strong, trusting relationships as the foundation of support.</li> </ul>	HT, Business Manager, SLT, SENCO, Learning Mentor	Reviewed January and July each academic year	<ul style="list-style-type: none"> <li>Pupils regulate emotions more independently.</li> <li>Increased engagement in learning.</li> <li>Full participation in school life and community.</li> </ul>
Ensure equality of opportunity and challenge stereotypes	<ul style="list-style-type: none"> <li>PSHCE and RE curriculum promoting diversity and inclusion.</li> <li>Strong emphasis on respect, empathy and belonging.</li> <li>Staff actively challenge discriminatory language.</li> <li>Assemblies support spiritual, moral, social and cultural development.</li> <li>Positive role models across the curriculum.</li> </ul>	To ensure all children and families feel respected, listened to and valued.	<ul style="list-style-type: none"> <li>Increase diversity of visitors and experiences.</li> <li>Audit resources to reflect a wide range of cultures, identities and families.</li> <li>Embed inclusive language and thinking across the curriculum.</li> <li>Encourage pupil voice and open dialogue.</li> </ul>	HT, SLT, Subject Leaders	Ongoing, reviewed annually.	<ul style="list-style-type: none"> <li>School values are consistently reflected in practice.</li> <li>Children and families report feeling valued and included.</li> <li>Reduction in discriminatory language or behaviour.</li> <li>Equal Opportunities Policy reflected in practice.</li> </ul>

At Stanton Bridge Primary School, accessibility is not a fixed provision, it is a responsive, evolving process. By combining our core values with strong metacognitive practice, we empower pupils to understand themselves as learners, develop independence and fully participate in a caring, inclusive school community.