Stanton Bridge Primary School
Accessibility Plan – Sept 2025

Aims:

- Fully implement the Equal Opportunities policy across all aspects of school practice.
- Ensure access to the curriculum for all.
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Aim	Current good practice	Objectives	Actions	Who?	When?	Success Criteria
Ensure access for pupils with a physical disability	• Lower coat pegs • Toilets adapted with step and seat • Classroom layout adapted to allow space for equipment and independent movement. • Dining room organised to allow chair at the end of the tables.	To ensure all areas of the school are fully accessible to pupils with a physical disability	• Occupational health assessment of lift and toileting facilities • Classrooms to be made as accessible as possible • Create plan for adult to accompany to changing/toileting facilities.	HT, Business manager, SLT, H&S team	Sept 17 Re-consider should a pupil with specific disabilities be admitted to school.	• Children able to access the environment •To manage hygiene needs •To have full access to the school community
Increase access for pupils with ASD	•ASD training to all staff by CIASS teachers. • Rules and expectations clearly displayed around school. • Appropriate resources used in all classes and lessons around school •Strategies and resources in place to support individual children eg, ear defenders, work spaces • All classes have visual timetables •Behaviour rules and reflection to develop theory of mind. •All children are prepared for trips and changes to timetable •Class calendars prepare children for changes to routine. • Social skills group	To ensure full access to the curriculum and wider school life	• Training for new members of staff. •Train mentor staff to develop knowledge and skills to best support children. •Ensure access to after school clubs	HT, Business manager, SLT, Mentors, SENCO	Reviewed Sept, Jan and July of each academic year	•All children manage anxieties independently •Full access to learning in their mainstream class •Full access to school community and wider school events.

	•External specialist and Ed psych					
Increase access for pupils with social, emotional and mental health needs	•Learning mentors trained to recognise and support emotional and mental health issues. •Nurture provision where appropriate •Growth mindset ethos across school. •Whole staff training in recognising and supporting mental health. •Integrated primary health support •PSHCE curriculum that embeds positive mental health development.	To ensure full access to the curriculum and wider school life.	• Further develop staff knowledge and skills in supporting mental health in the classroom. •Support parents with own mental health/ understand mental health of children through thrive action plans and parenting groups. •Early identification and intervention to be put in place	HT, Business manager, SLT, learning mentors, SENCO	Reviewed July and Jan each academic year	• All children manage anxieties independently •Full access to learning in their mainstream class •Full access to school community and wider school events
Ensure equal opportunities for all- challenging negative stereotypes	•PSHCE curriculum that promotes equality and broadens understanding of diversity. • Children develop empathy for others. •School ethos where all staff challenge negative language. •RE curriculum increases understanding of range of beliefs and cultures •Positive role models in school •Assembly plan covers range of spiritual, cultural, social and moral learning. •Whole staff cpd on safeguarding gives staff the confidence to challenge children and parents.	To ensure all children and families are respected and welcomed in school and the community.	To have a wider range of role model visitors to reflect the diversity of the community. •Audit resources to ensure they reflect different communities, beliefs, family make up. •Audit plans and resources challenge stereotypical role models.			• Equal opportunities policy is reflected in practice. •All children and families feel valued and respected in school. (parental feedback) •Children do not use homophobic or racist language towards each other.