Part of the Family:
Wonder Learning Partnership
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Stamford Bridge Primary School

Believe, Engage, Succeed, Together

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Accessibility Plan 2026-27

This policy is applicable to Stamford Bridge Primary School, as part of the Wonder Learning Partnership

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Contents

Introduction 2
Legislation and Guidance 2
Legal Requirements 3
Disability and Stamford Bridge Primary School 3
Access to this plan 3
Stamford Bridge Primary School Accessibility Plan 2026-27 5

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Introduction

At Stamford Bridge Primary School, we are committed to ensuring equality of education and opportunity for pupils with disabilities, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of pupils with disabilities will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The Act requires schools to have an accessibility plan aimed at:

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

This is explained on Page 29 of advice for schools on the Equality Act, published by the Department for Education (DfE).

Schools are required to resource, implement and review their accessibility plan, as necessary. This plan will be monitored and evaluated by the local governing body. The plan attached sets out the Governors' proposals for increasing access to education for pupils or students with disabilities.

Stamford Bridge Primary School is committed to ensuring equal treatment of all its employees, children and any others involved in the school community who have any form of disability, and we will ensure they are not treated less favourably in any procedures, practices or service delivery.

We will not tolerate harassment of any person, whether a person with a disability or any form of impairment, or a child who is a carer of parents with disabilities.

The Governors are responsible for the implementation of the Accessibility Plan – including planned monitoring visits, reporting procedures and any budget implications.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on theEquality Act 2010.

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.

Under the Special Educational Needs and Disability (SEND) Code of Practice 2015, '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 pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Legal Requirements

Local authorities, schools and colleges are required to develop plans to improve access for children with disabilities by:

- Increasing access to the curriculum, by embedding inclusive practices in the classroom to help remove barriers to learning.
- Improving the physical environment of the school, for example by the use of ramps, handrails, adapting doors and emergency exits, toilets and washing facilities and the use of physical aids to help pupils or students gain access to education (such as custom-built furniture and ICT equipment).
- Improving the delivery of information that is provided in writing, for example, by providing alternative formats such as large print, alternative languages, Braille and audio tapes and CDs, signing systems and communication aids to be used in responding to individual pupils or student profiles, taking advice from specialist services.

Disability and Stamford Bridge Primary School

Stamford Bridge Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group/ protected characteristic within its community. With this in mind, the school has put in place policies and procedures so that people with disabilities are not treated less favorably in the service, education or support they receive, than people without a disability. Meeting these requirements is consistent with the school's Equal Opportunities Objectives.

Access to this plan

This plan will be made available upon request to any current parent/carer or prospective parent who requests it; it is also available on our school website. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with the senior leadership team and will inform relevant aspects of the school's improvement plan. It will also be made available to OFSTED inspectors upon request.

Supporting Policies

- Special Educational Needs and Disabilities policy
- Single Equality Plan
- Supporting Children with Medical Needs policy
- Anti-bullying policy
- Educational Visits policy
- Health and safety policy
- School Improvement Plan

The role of a school as a service provider

Schools have additional implications as a service provider to make their buildings accessible when they hire out rooms or parts of the building.

Contact with parents and carers

When providing newsletters and information for parents and carers, we will try to make this information available in an accessible format. Additionally, events for parents and carers such as open evenings and meetings with teachers, will be held in accessible parts of the building.

Previous adaptations made to or around the school buildings

- There is an accessible toilet in the school building for use by those with a disability.
- TVs have been installed in all teaching rooms, as it is recognised that children with learning difficulties and problems with their sight, or who are partially sighted, find it easier to learn when teaching content is projected.
- Staff within the school who have required training to accommodate the disability needs of those they support, have volunteered for this so that children with educational, medical and personal care needs can gain access to the education provided.
- Accessible parking bays are available at the school's lower site car park, temporary accessible parking is available when needed on the upper site.
- Cyclic servicing and maintenance is carried out on equipment to support those pupils or students with a physical disability.
- Specialist equipment is provided on a needs basis for those who require it.

Making things happen

In order to ensure that action is taken to meet the Equality Act, Stamford Bridge Primary School has drawn up an action plan to make things happen, which outlines how the requirements of act will be met.

Stamford Bridge Primary School Accessibility Plan 2026-27

Objective	Strategy	Outcome	Timescale	Goal Achieved

<u>Improving Access to the Curriculum</u>
Current Good Practice:
• Our school offers adaptive practice in the classroom for all pupils to access the curriculum:
  • **Universal Support** (Quality First Teaching)
  • **Targeted Support**
  • **Targeted Plus / Individual Support Plan**
  • **Specialist Support (EHCP)**
• We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.
• Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs.
• The curriculum is reviewed to ensure it meets the needs of all pupils, access arrangements are normal classroom practice (DfE Guidance 2025)				

Amongst teachers, a greater awareness of and confidence in dealing with children with Learning disability and SEND. Include staff CPD on *neurodiversity and sensory impairments* (hearing/vision loss).	Identify areas where knowledge and skills base needs to be extended	More highly trained staff in this area	On-going	Better access to the curriculum for children on the SEND register
Developing the use of Vulnerable Pupil Champions	All teaching staff to be assigned one child per term to champion.		On-going	

	Regular check in and chats.			
Embed trauma-informed and relational practice to reduce barriers to learning and participation for pupils who have experienced trauma, adversity or difficulties with emotional regulation.	Use trauma-informed, relational and adaptive approaches that recognise individual needs, support regulation and maintain clear expectations, in line with the school's Behaviour Charter.	Pupils feel safe, understood and able to access learning. Staff respond consistently to dysregulation and recognise potential barriers to participation, leading to improved engagement, regulation and inclusion.	Ongoing throughout 2026-27	# Trauma-informed and relational approaches are evident consistently across school practice and are reflected in pupil support plans, classroom practice and responses to behaviour where appropriate.

Objective	Strategy	Outcome	Timescale	Goal Achieved
Improving Delivery of Written Information **Current Good Practice:** Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Makaton • BSL				
Maintain the overall awareness in the staff of the importance of good communication systems	Advice and training as required	Better awareness of employees and adults at the school	On-going	Increased effectiveness in meeting children's needs
Visual and auditory cues –ie when the fire alarm goes off	Staff training on inclusive communication / hearing / visual impairments BSL / Makaton	Visual and auditory cues are evident in pratice.	September 2026	

Objective	Strategy	Outcome	Timescale	Goal Achieved
<u>Developing access to the physical environment of the school</u> **Current Good Practice:** The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Accessible parking areas • Accessible toilets and changing facilities				
Ensure that the school building is accessible for pupils with mobility or sensory needs.	Keep the classroom layout similar where children with disabilities require access so that they are familiar with the setting and can easily access all parts of the room. Ensure lighting, sound levels, signage and quiet spaces are available to support pupil regulation as needed, link to TIP work. Regular audit of evacuation procedures to ensure pupils with physical and sensory needs are fully included.	Children will be able to move around the school freely, with less chance of any minor accidents occurring. Incidents of dysregulation are reduced.	On- going	Most elements of the school building will be accessible for all.

To ensure necessary staff are appropriately trained in physical handling and that staff mobility issues are addressed as necessary	Appropriate staff training or adaptations as necessary	Staff will be appropriately trained in physical handling Staff with mobility issues will have adaptations to their environment as necessary	On-going	Staff will be appropriately trained to handle immobile pupils Staff will be able to complete their work with ease due to adaptations made