



Stapleford Community
Primary School

A SCHOOL THAT CARES

Curiosity . Ambition . Resilience . Excellence

Stapleford Community Primary School and Nursery

Accessibility Plan 2026-2029

Author: Jayne Hore (HT)

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STAPLEFORD COMMUNITY PRIMARY SCHOOL

SCPS Accessibility Plan 26-29

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ACCESSIBILITY PLAN

Legal Framework

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and sets out how the school will improve access for pupils with disabilities over time.

Our Intent

At Stapleford Community Primary School, we are committed to ensuring that every child feels they belong and can thrive. Guided by our CARE values: Curiosity, Ambition, Resilience and Excellence, we aim to remove barriers so that all pupils, including those with disabilities, can participate fully in school life.

Under the Equality Act 2010, we are required to improve access to:

- the curriculum
- the physical environment
- Information

We see this not as compliance, but as part of who we are as a school community - ambitious for every child and responsive to individual need.

While this plan focuses on improving access for pupils, we are committed to ensuring that staff, parents and visitors with disabilities can also access the school environment and information.

Current Strengths

- Inclusive ordinarily available provision embedded across classrooms
- Strong SEND systems (APDR cycles, pupil passports, EHCP reviews)
- Adaptations routinely made for learning, trips and wider opportunities
- Effective partnerships with external agencies (e.g. SALT, Educational Psychology, advisory services)
- Positive culture of belonging, participation and respect
- A developing and increasingly consistent approach to adaptive teaching, including the use of visuals, scaffolding and calm, structured classroom environments, for example dedicated calm spaces in classrooms.

Areas for Further Development

- Ensuring consistency of adaptive teaching across all year groups
- Further improving sensory and physical access where required
- Strengthening accessibility of written and digital information for families

How we will achieve this

Our plan focuses on three key areas:

- Access to the curriculum
- Access to the physical environment
- Access to information

These priorities are informed by our ongoing review of pupil outcomes, participation and feedback from pupils and families.

Action Plan (2026–2029)

1. Improving Access to the Curriculum

Action	Lead	Timescale	Success Criteria	Impact	Monitoring
Further develop SEND systems and use of Insight tracking to clearly identify need and inform adaptive teaching and support	Headteacher / SLT/ SENDCo	Ongoing	Staff use Insight and SEND documentation effectively to inform planning and support	Pupils, including those with SEND, engage successfully in learning, regulate effectively and make strong progress from their starting points	SLT monitoring, learning walks, book scrutiny and pupil voice
Continue to develop consistent, high-quality adaptive	Headteacher / SENDCo	Ongoing	Book looks show appropriate scaffolding and	Pupils with SEND make strong progress from starting points	CPD monitoring, learning walks and outcomes analysis

teaching across all classes			challenge		
Provide ongoing professional development to strengthen staff understanding and application of inclusive teaching pedagogy	Headteacher / SENDCo	Ongoing	Staff demonstrate confidence in adapting teaching to meet a range of needs	Pupils can articulate support and demonstrate independence in learning	SEND reviews and pupil voice
Strengthen use of pupil passports and SEND profiles	SENDCo	Termly	Staff confidently use and refer to pupil information and strategies	Pupils can articulate support and demonstrate independence in learning	SEND reviews and pupil voice
Increase participation in wider curriculum (trips, music, sport)	SLT	Annual	All pupil groups are represented in enrichment opportunities	Participation data shows equitable access across groups	Participation tracking and registers

2. Improving the Physical Environment

Action	Lead	Timescale	Success Criteria	Impact	Monitoring
Review site accessibility annually	Headteacher / Site Manager	Annual	Identified improvements are actioned	Barriers to access are reduced or removed across the school site	Site walks and Health and Safety Audit
Maintain and improve access routes (ramps, layout)	Site Manager	Ongoing	Safe and accessible movement throughout the school	Pupils, staff and visitors are able to navigate the site safely and confidently	Health & Safety checks
Adapt environments	SENDCo	Ongoing	Individual adaptations	Pupils with sensory	SEND reviews and

for sensory needs where required			are in place to meet need	needs are able to engage in learning successfully	classroom observations
Develop consistent use of calm, structured classroom environments (including calm corners and visual supports)	SENDCo / SLT	Ongoing	Classrooms provide predictable, supportive environments for all learners	Pupils are able to self-regulate and access learning with reduced anxiety or disruption	Learning walks and pupil voice

3. Improving Access to Information

Action	Lead	Timescale	Success Criteria	Impact	Monitoring
Ensure information is available in accessible formats where needed	Office / SENDCo	Ongoing	Key documents are available in alternative formats where appropriate	Families report improved access to school information	Parent feedback and communication review
Review website accessibility and clarity	Headteacher / Admin	Annual	Website is clear, up to date and accessible	Families can easily access key information	Website audit
Strengthen communication with families of children with SEND	SENDCo	Termly	Regular, clear communication with parents	Parents feel informed, confident and involved in their child's support	Parent surveys and meetings
Develop SEND documentation and use of Insight tracking to ensure information about pupils' needs is	SENDCo / Office	Ongoing	SEND documentation is clear, structured and shared regularly with families	Parents report improved understanding of their child's needs and support	Parent feedback, SEND reviews and meetings

clear and accessible for parents					
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Monitoring and Review

This plan will be:

- reviewed annually by senior leaders and governors
- monitored through pupil voice, SEND reviews and participation data
- evaluated as part of the school's wider self-evaluation and improvement planning

Links with Other Policies

This plan should be read alongside:

- Equality Information and Objectives
- SEND Policy and SEND Information Report
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy