



Standens Barn Primary School



Document Title:

Equality and
Accessibility Plan

Issue:

Update April 2026

Reviewed annually but
adapted every 3 years

Lead person reviewing
policy: Amie James

Introduction

Standens Barn Primary School are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind, the Accessibility Plan has been drawn up to show our commitment to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Accessibility Statement

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion.
- Improve access to the physical environment of the school adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Equality and Inclusion

<u>Targets</u>	<u>Steps to success</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers	Individual children will have their own access arrangement plans outlined.	In place and will continue.	SLT	All stakeholders will be supported with their individual needs to access the school environment.
Ensure the school staff & governors are aware of access	Disabled spaces will be outlined in the carpark and monitored to ensure only blue badge holders use these designated spots.	In place.		Reasonable adjustments will be made on an

<p>issues for individual pupils and parents/carers.</p>	<p>Weekly site walks to ensure pathways around the school are clear, for the width of the wheelchair.</p> <p>Rugs to be taped down if they catch on wheelchair.</p> <p>Regular reminders but at least annually, to parents, carers through newsletter to let us know if they have problems with access to areas of school</p> <p>Liaise with pre-school providers to prepare for the new intake of children into Reception each year</p> <p>Liaise with educational establishments to prepare for the intake of new children who transfer within year</p> <p>Establish and maintain close liaison with outside agencies for pupils with additional needs</p>	<p>Weekly</p> <p>In place.</p> <p>Termly</p>	<p>SLT and Site supervisor</p> <p>Site supervisor</p> <p>Head teacher</p>	<p>individual basis to support needs.</p>
<p>Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested. All school information available for all who request it.</p> <p>Ensure parents with a hearing loss are able to receive communication without the barrier of a phone call.</p>	<p>Review all current school publications and promote the availability in different formats when specifically requested (such as translate to alternative languages, braille if ACSW on site and applicable, for e.g.)</p>	<p>Ongoing</p>	<p>SLT</p>	<p>Delivery of school information to parents and the local community improved</p> <p>Improved communication with parents.</p>

<p>Ensure our website and new information is accessible for those who have English as an additional language when requested or through early support.</p>	<p>Include information when meeting new and prospective parents.</p> <p>Provide information in home language if EAL is a barrier to communication, using Arbor or Google translate or QR codes to specific videos etc</p> <p>Use parent translators if applicable and in agreement with parents</p>	<p>Ongoing</p>	<p>All staff</p>	<p>Children will have increased confidence to express their views in class.</p>
<p>Develop our support for parents/carers to access school information/strategies at home.</p>	<p>Supporting parents with learning needs, to support their children at home by sharing different strategies for a range of concepts and shared via parent information sessions with internal and external staff, 1:1 support sessions, email, newsletters, overviews and website,</p>	<p>Ongoing</p>	<p>All staff led by SLT</p>	<p>Parent will have the confidence to support their child's learning at home.</p>
<p>Ensure that displays in the classrooms and corridors promote diversity in terms of SEND, race, gender and ethnicity.</p>	<p>Teachers to be mindful about diversity when planning their lessons and displays-how can braille be incorporated for those with VI or QR codes with sound for those with HI?</p>	<p>July 2026</p>	<p>Subject leaders</p>	<p>Displays will show the diverse needs of the school.</p>
<p><u>Race equality duty:</u></p> <p>Racist incidents will be recorded and reported to the Trust. These incidents will be reported to Governors termly.</p>	<p>Teachers to be aware of what constitutes a racist incident.</p> <p>Teacher to report directly to the headteacher if a racist incident is reported.</p>	<p>Ongoing</p> <p>Termly</p>	<p>Head teacher</p>	<p>Governors and Trust will be fully informed if a racist incident occurs.</p>
<p><u>Community Cohesion:</u></p> <p>Celebrate cultural events throughout the year to increase pupils understanding of different communities.</p>	<p>School to gain a better understanding of celebrations important to our school community through surveying parents</p> <p>Incorporate celebrations into assembly plans based on a list of cultural events happening and dates celebrated.</p>	<p>Ongoing</p> <p>July 2026</p>	<p>Headteacher</p> <p>RE/Art/History/Geography leaders</p> <p>Office team</p>	<p>Children will have a better understanding of celebrations of different cultures.</p>

	<p>Adapt RE curriculum to reflect new SACRE updates and also own school context</p> <p>Publicly share celebrations on social media</p> <p>Plan celebrations/ whole school events in line with celebration as and when appropriate</p>			
<p><u>Gender equality:</u></p> <p>Ensure school celebrate key figures throughout the year that represent the importance of both men and women.</p>	<p>Undertake a curriculum review to ensure a balance of what is taught and ensure it reflects achievements of a range of ethnicities and genders.</p> <p>Review RSE curriculum in light of new DFE recommendations.</p> <p>Incorporate the celebration of key figures into assembly plans based on significant events happening contextually or in wider community and world</p> <p>Ensure balance of events promoted and celebrated- women's sporting events/football</p> <p>This Girl Can Week</p>	<p>Sept 2025</p> <p>Spring 2026</p> <p>Ongoing</p> <p>May 2027</p>	<p>SLT & subject leaders</p> <p>Head teacher</p> <p>PHSE Curriculum Lead</p>	<p>Children will have an increased awareness of achievements of all genders over time.</p>

Physical environment

<u>Targets</u>	<u>Steps to success</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
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<p>Ensure everyone has access to main office area</p>	<p>Ensure that nothing is preventing wheelchair/ walking frame access.</p> <p>Ensure visitors signing in have support to use the signing in system from a member of the office team if necessary</p>	<p>Ongoing</p>	<p>Site supervisor</p> <p>Office staff</p>	<p>Disabled parents / carers / visitors feel welcome and can access the school office facilities.</p> <p>Visitors can sit down if waiting in reception.</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan for children and adults who use specialist equipment.</p> <p>Ensure all staff are aware of their responsibilities in evacuation by reading personal evacuation plans.</p>	<p>Ongoing</p> <p>Reviewed regularly with parents</p>	<p>SLT</p> <p>SENDCo</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire.</p> <p>There is constant supervision for children and adults who would need help in the event of an evacuation.</p> <p>Children and adults can be evacuated quickly and easily.</p>
<p>Ensure fire exits are clear and are suitable exits for people with a disability</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p> <p>Fulfill all actions from FRA which is undertaken and issued on annual basis</p> <p>Distribute and share plans of school and procedures in place to all staff and to new staff in particular</p>	<p>Ongoing</p>	<p>Daily site supervisor site checks</p> <p>Weekly site checks by CBP</p> <p>Weekly site checks by Head teacher</p>	<p>All disabled personnel and pupils have safe independent exits from school.</p>
<p>Ensure that all disabled people have the required access to toilet facilities.</p>	<p>Check the following are in place: Ensure all disabled toilets are clear for children/adults to use. Ensure that the hoist is working Ensure that we have a sling to fit any child being hoisted. Ensure toilets are equipped with gloves, wipes, nappies and nappy sacks.</p>	<p>May 2026</p>	<p>SENDCo</p> <p>CBP</p> <p>Head teacher</p> <p>Site Supervisor</p>	<p>All disabled children can have their intimate care needs met.</p>

	<p>Ensure toilet rails are installed if necessary to support a child going to the toilet. Ensure access to the sink to wash hands. Ensure safe handling plans are in place to support individuals.</p> <p>Intimate care plans are completed and reviewed regularly</p>	Termly		
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Curriculum

<u>Targets</u>	<u>Steps to success</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>Ensure support staff have specific training on individual needs.</p>	<p>Identify training needs at regular meetings and through the use of Judicium Online Training Platform, Trust network meetings, Staff meetings and CPD</p> <ol style="list-style-type: none"> 1. Behaviour training 2. SEND 3. Curriculum Design 	Ongoing	<p>SENDCo</p> <p>Curriculum Subject Leaders</p> <p>Trust</p>	Raised confidence of staff
<p>Ensure resources are purchased to support the children to access learning</p>	<p>SENDCo to liaise with outside agencies such as physiotherapists and occupational therapists regarding specialist equipment needed to reduce barriers to learning.</p>	Ongoing	SENDCo	Children will be able to access the same learning as their peers.
<p>Ensure EAL children who are new to English have specific intervention to enable them to access learning in the classroom.</p>	<p>Provide basic English words and phrases and wigits to help children to settle into school and access learning (e.g. toilet, lunch).</p> <p>Specific interventions may be needed.</p> <p>Develop good relationships with parents to support children's learning.</p>	Ongoing	<p>All staff</p> <p>SENDCo</p>	Children will be able to access learning in class.

	<p>To use strategies such as pre and post tutoring to ensure children can access the lesson.</p> <p>Ensure a buddy is in place to support the child to settle into school.</p> <p>Provide information in home language if EAL is a barrier to communication, using Arbor or Google translate or QR codes to specific videos etc to support child with learning</p> <p>Use parent translators if applicable and in agreement with parents</p> <p>Develop us of wigits across our curriculum subjects and across all areas of school environment</p>			
Ensure children have access to alternative recording and audio equipment to use in class and assemblies and throughout the school day.	Where needed, children will have alternative recording methods to ensure their ideas are captured. E.g. tablets, laptops, recording devices etc, reading pens, dictation equipment	July 2026 Ongoing	SENDCo	Children will be able to communicate their thoughts and ideas clearly.
Ensure all staff (teaching & non-teaching) are aware of the importance of ensuring children with disabilities can access all aspects of the curriculum	<p>Share information with all agencies involved with each child</p> <p>Ensure that staff consider access arrangements for all areas of learning, including the role-play areas, playground/play opportunities, school trips and visitors.</p> <p>Ensure all interactive displays are accessible (At correct height for wheelchair users and in a place for accessibility) including tables are not placed in front of the displays.</p>	Ongoing	SENDCo All class teachers All subject leaders	Children will be able to have access to the physical environment ensuring that they are supported to access all areas of learning.
Training for teachers on adapting the curriculum.	Ensure staff are confident to meet the needs of any disabled child in their class.	When requested	SENDCo Head teacher	Increase in access to the curriculum

	Staff attend CPD opportunities- in school, as subject leaders and disseminate and monitor effectively	CPD during school year July 2026		
All school events, visits and trips need to be accessible to all pupils	<p>Ensure whole school events such as Barnanza, red nose day festival, are accessible to all</p> <p>Ensure venues and means of transport are vetted for suitability (access arrangements, toileting, hoisting etc)</p> <p>Ensure that staff consider the needs of disabled pupils when planning visits and residential.</p> <p>Create personalised risk assessments and access plans for individual children.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out at the venue</p>	<p>July 2026</p> <p>Ongoing</p>	<p>Trip leaders to conduct pre-visits to the venues</p> <p>EVC leads</p> <p>Class teachers</p> <p>SENDCo</p>	Children can access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<p>Review PE curriculum- does it include disability sports?</p> <p>Review equipment in school</p>	Annually but as and when dependent on pupil need	<p>PE Subject Leader</p> <p>Discussions with SENDCO</p> <p>Consultation needed with physio & specialists as and when necessary</p>	All children will have access to PE sessions, where outside professionals and parents have agreed the needs are met of the individual.

<p>Ensure disabled children can take part equally in playground, lunchtime and after school activities</p>	<p>Discuss with Breakfast Club/After school Club staff, and staff/agencies running other clubs when a request is made for a child with additional needs / disability to attend.</p> <p>Possible additional adult support may need to be available</p> <p>Review accessibility to school field</p>	<p>Termly – as clubs are updated.</p>	<p>SENDCo</p> <p>All staff and agencies leading clubs</p>	<p>Children can participate equally in out of school activities.</p>
<p>Ensure that the curriculum promotes role models and heroes that pupils positively identify with, which reflects the diversity of the school.</p>	<p>Ensure subject leaders know the ethnic profile of the school.</p> <p>Ensure assemblies and key topics are planned to reflect this and to</p> <p>Incorporate the celebration of key figures and topics/themes into assembly plans based on significant events and incorporate role models and heroes from a variety of ethnic backgrounds.</p> <p>Implementation of Trust RSHE curriculum, SCARF PHSE curriculum & No Outsiders</p>	<p>July 2026</p> <p>Ongoing</p>	<p>SLT</p> <p>PHSE Curriculum Lead</p>	<p>Children recognise and recall key characters of influence past and present.</p>