



Accessibility Plan

1. Introduction

Stoke Damerel Primary Academy is committed to ensuring that all pupils—regardless of disability, learning need, or long-term condition—have equitable access to the curriculum, the physical environment, and school-provided information.

This Accessibility Plan has been developed in line with the requirements of:

- Equality Act 2010, Schedule 10 (current and updated to March 2026)
- SEND Code of Practice: 0–25 years (updated September 2024)
- CDC (Council for Disabled Children) Equality Act Disability Guidance for Schools (2025)
- EHRC (Equality for Human Rights Council) Technical Guidance for Schools (2023–2025 updates)
- Equality Act 2010 Amendments (January 2024) safeguarding disability protections and clarifying discriminations recognised in law

The plan sets out how the school will increase accessibility for disabled pupils over the next three years (2026–2029).

2. Legal Framework Summary

Equality Act 2010 & Schedule 10 Duties

Schools must prepare and implement an accessibility plan that increases access to:

- The curriculum
- The physical environment
- Information provided to pupils

The SEND Code of Practice (Updated Sept 2024) provides statutory expectations on early identification, graduated support, reasonable adjustments, co-production, and inclusive practice.

CDC 2025 Guidance - Introduces strengthened expectations for anticipatory adjustments and inclusive culture building.

EHRC Technical Guidance (2024–2025 updates) - clarifies definitions of discrimination and updates examples relevant to school practice.

Equality Act Amendments (2024) - protects existing disability rights, confirms indirect discrimination by association, and reinforces protections for pregnant and breastfeeding individuals.

3. Stoke Damerel Primary Academy’s Vision for Inclusion

We are committed to:

- Removing barriers to participation
- Ensuring equitable access for all pupils
- Embedding a culture of inclusion aligned with current legislation
- Working collaboratively with families and external professionals
- Maintaining an environment where every child can thrive academically, socially and emotionally

4. Accessibility Plan Objectives Table (2026–2029)

Aim	Current Good Practice	Objectives	Action to be Taken	Person Responsible	Date to Complete Actions By	Success Criteria
Increase Access to the Curriculum	Inclusive teaching practices already embedded; adaptive teaching approaches in place; established SEND support processes.	Further strengthen curriculum accessibility to ensure all learners can access high-quality teaching.	Embed fully inclusive/adaptive teaching practices aligned with 2024 SEND CoP Implement anticipatory adjustments. Ensure staff promptly identify and remove curriculum barriers.	SLT & all teaching staff	October each year	Pupils with SEND make expected or better progress. Lesson visits show strong adaptive practice. Materials available in accessible formats.

Aim	Current Good Practice	Objectives	Action to be Taken	Person Responsible	Date to Complete Actions By	Success Criteria
Improve accessibility of the physical environment	Ramps, visual signage, calm spaces, and risk assessments already in place; PEEPs maintained for identified individuals as required	Ensure the physical environment meets updated accessibility expectations and anticipatory duty guidance.	Conduct annual accessibility/environment audits. Integrate accessibility into all refurbishment and premises planning. Maintain and review PEEPs for pupils and staff as required	SBM SLT	February each year	Improved physical access confirmed through governor walk-throughs. Updated PEEPs in place. Prioritised improvement plans submitted to Trust Premises Committee.
Increase access to information	School provides simple language communication; SEND information available online; some alternative formats already available including methods of translations	Provide high-quality accessible communication in multiple formats.	Provide essential information in alternative formats (large print, audio, simplified language). Review communication systems regularly to ensure compliance with Equality Act. Develop staff guidance on accessible communication	SLT SBM	July each year	Families requiring accessible formats report improved access. Communication to SEND families is clear and consistent.
Strengthen staff training & professional development	Ongoing CPD; SEND updates shared with staff; new staff induction processes established.	Ensure all staff understand duties under Equality Act and SEND Code of Practice and can implement inclusive practice effectively.	Provide annual training on updated Equality Act and SEND Code of Practice. Embed CPD on inclusive strategies, sensory regulation, and disability awareness. Train new staff as part of induction.	SENDCO CPD Lead	Termly	Staff surveys show increased confidence. Monitoring improved classroom accessibility.

5. Monitoring & Governance

The Accessibility Plan will be:

- Reviewed annually by the Finance & Premises Committee and the Local Governing Board
- Reported to Trustees via the School Improvement Report
- Evaluated for impact on pupil outcomes, well-being, and inclusion

6. Linked Policies

- Equality, Diversity & Inclusion Policy
 - SEN Information Report
 - Supporting Pupils with Medical Conditions Policy
 - Health & Safety Policy
 - Safeguarding Policy
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7. Approval & Review

Stage	Date
Draft prepared by SENDCO & SLT	Feb 2026
Approved by Governing Board	May 2026
Next review due	May 2027