

ACCESSIBILITY PLAN

Stretton Shires School



Accessibility Plan

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils (visitors and staff) to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils (visitors and staff)

Our school aims to treat all its pupils (visitors and staff) fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Paper or electronic copies of this document are available upon request.

Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Shires is supported by its proprietors to ensure any proposed development aims are pupil in place.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising any concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, visitors and governors of the school.

2. 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 the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of auxiliary aid or adjustments to premises.

3. Vision Statement

The school's ethos is underpinned by a guiding principle that the young people are placed at the heart of everything we do. This means supporting them to achieve their potential, but much more than this, it means making sure that the things that are important to them are important to us.

We make every effort to make sure that the young people are respected as individuals, and encouraged to exercise choice, and every member of staff is tasked with advocating for the young people they work with.

We make sure that we work in partnership with families, recognising that we share a commitment to young people's welfare and valuing the knowledge and experience that family members offer.

We recognise that our young people have a vast range of academic and cognitive abilities along with very individual communication and learning styles and so we offer different pathways to meet those diverse needs.

Each pupil who joins our school community will be welcomed into a high-quality inclusive provision and valued regardless of gender, race, belief, physical disability or learning difficulty.

This Accessibility Plan focuses on supporting the school's Equality objectives. At Stretton Shires School, pupil achievement is celebrated in a pupil-centred teaching and learning environment and excellent achievement at school enables pupils to be as independent as possible so that they make the most of opportunities when they leave school. The purpose of the accessibility plan is to ensure that all pupils have access to education in the three areas required by the planning duties in the Equality Act 2010.

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities.
- Outcomes First Group also recognises its responsibilities towards employees with disabilities, and will:
 - Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
 - Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
 - Undertake reasonable adjustments to enable staff to access the workplace

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTION S BY
Increase access to the curriculum for pupils with a disability.	<ul style="list-style-type: none"> Our school offers a highly personalised and differentiated curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Pupils, staff and parents are supported to develop their use of alternative communication systems such as visuals, signing, AAC. Curriculum resources include examples of people with disabilities and pupils are supported to understand their own needs and the needs of others. Curriculum progress is tracked for all pupils, regardless of development stage, disability or need. 	<ul style="list-style-type: none"> All new pupils have a Pupil Enablement Plan linked to the Zones of Regulation Curriculum / Autism Level 1p to increase ability to access learning opportunities provided. 	<ul style="list-style-type: none"> Clinicians to work with teachers to develop Pupil Enablement Plans profiles linked to ZOR/Autism Level Up. 	<ul style="list-style-type: none"> Lead Clinician 	<ul style="list-style-type: none"> July 2026
		<ul style="list-style-type: none"> All pupils have a Communication Profile put in place by SALT to support curriculum access opportunities. 	<ul style="list-style-type: none"> SALT input for all for all pupils (relevant to their universal / enhanced / specialist offer) to produce personalized plan. 	<ul style="list-style-type: none"> SALT 	<ul style="list-style-type: none"> July 2026
		<ul style="list-style-type: none"> All pupils have a Sensory Profile put in place by OT to support curriculum access opportunities 	<ul style="list-style-type: none"> OT input for all for all pupils (relevant to their universal / enhanced / specialist offer) to produce personalized plan. 	<ul style="list-style-type: none"> OT 	<ul style="list-style-type: none"> July 2026



	<ul style="list-style-type: none"> Targets are set effectively and are appropriate for pupils with additional needs. 				
Improvement and maintain access to the physical environment.	<ul style="list-style-type: none"> 'Autism Friendly' environment expectation set by SENCO and Headteacher. Clutter-free environments ASD friendly colour scheme in all classrooms. 	<ul style="list-style-type: none"> Ensure that all environments 'speak' clearly to pupils. ASD friendly In-print Symbol visuals on all doors/relevant spaces. Leaders to develop more all-weather accessible learning and regulation spaces within the outdoor spaces. Outdoor spaces have a clear purpose for pupils so they know how to use them and why they are using them. ASD friendly In-print Symbol visuals in all outdoor spaces. 	<ul style="list-style-type: none"> Design, purchase, create all symbols required for indoor and outdoor spaces. Improvement of outdoor all-weather space development via capex/growth project work. Clinical to lead on the improvement and quality of access to visual support across the school. 	<ul style="list-style-type: none"> SALT / OT Headteacher 	<ul style="list-style-type: none"> July 2026
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Use of Fobs over keys, where possible Appropriate Corridor width Disabled parking bays Disabled toilets and changing facilities Visual signage using symbols Careful colouration of walls and floors to reduce over stimulation. 	<ul style="list-style-type: none"> To continue to provide an accessible school (including main and out-buildings). To ensure all new building via growth project meets the same accessibility standards as the rest of the school. 	<ul style="list-style-type: none"> Work with build team and clinicians to ensure any new parts of the building instantly mirror the same high standards linked to accessibility for all. 	<ul style="list-style-type: none"> Clinical Team Build project team Headteacher 	<ul style="list-style-type: none"> July 2026

4. Monitoring arrangements

This document will be reviewed every year but may be reviewed and updated more frequently if necessary.
It will be approved by Chair of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- SEND Policy
- Curriculum Policy
- Complaints Policy



Outcomes
First Group