

Stopsley High School



Accessibility Plan

Policy Review

This policy will be reviewed in full by the Local Governing Body every three years.

Headteacher:	Karen Hand
Chair of Governors:	Toni Chivers
Date approved:	October 2025

Accessibility Plan

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 students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

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

Stopsley High School values of ambition, endeavour and success promotes a vision of challenge and support for all students across the ability range and irrespective of background. This involves high academic achievement for every student alongside excellent personal and social growth, preparing each student to become an independent learner with the confidence and ambition to make a very positive contribution to society.

Our school endorses the Inclusion definition which recognises that:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school and its staff are committed to offering a high-quality education to all children in the community in line with the requirements of the needs of those with SEN and Disability. Our school promotes inclusion and will take all reasonable steps to ensure that students with a disability or SEN are not discriminated against or treated less favourably than other students.

The school will work in partnership with the family and other agencies in the best interest of the student to maximise educational opportunity. We are committed to continuing staff training to enable staff to be effective in the education of young people with Special Educational Needs and Disabilities. We are committed to prioritising sufficient resources to support the actions identified in our accessibility policy and plan.

The plan will be made available online on our school website www.stopsleyhighschool.co.uk and paper copies are available upon request.

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 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](#), '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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Appendix 1 – Accessibility Audit of Premises

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 (0, 1 & 2) Staircases are kept clean, tidy and free from obstruction	Premises team carry out regular site walks to maintain safe access	Premises Team	Ongoing
Corridor access	Corridors are wide with clear access maintained at all times.	Premises team carry out regular site walks to maintain safe access	Premises Team	Ongoing
Lifts	2 lifts available within the school for those with accessible needs. Service level agreement in place to maintain all lifts.	Weekly inspection and annual service in place	Premises Team Manager	Ongoing
Parking bays	All major entrances are serviced by automatic gates and doors. Clear access maintained at all times.	Service level agreement in place to maintain all automatic doors and these are inspected weekly and serviced annually	Premises Team Manager	Ongoing

Appendix 2 – Accessibility Action Plan

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria +
<p>Increase access to the curriculum for students with a disability</p>	<p>The curriculum is reviewed annually to ensure it meets the needs of all students.</p> <p>Stopsley High School offers an inclusive and adapted curriculum for all students.</p> <p>Continue to develop range of learning resources that are accessible for students with learning difficulties: -mainstream intervention groups</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p>	<p>To review the literacy and numeracy provision termly.</p> <p>To ensure all personalised pathways are regularly reviewed and planned accordingly in line with the Graduated Approach.</p>	<p>Literacy and numeracy provision review to take place in the summer term.</p> <p>Inclusion meetings and SEND register reviews used to review student outcomes at termly intervals</p> <p>Planning as a result of review to influence the next phase of provision.</p> <p>Utilise student</p>	<p>T&L team</p> <p>Assistant Headteacher Inclusion / SENDCO</p>	<p>Summer term</p> <p>Termly</p>	<p>All students will meet or exceed expected levels of social, emotional and academic progress through an outstanding curriculum and opportunities to extra-curricular activities.</p>

	<p>Staff meetings and Teaching and Learning CPD is used to share information about student needs and Quality First Teaching for all. In addition teachers and support staff developing skills to support students who have specific disabilities.</p> <p>Educational visits and events are planned with student needs in mind to ensure all students can access a range of curriculum experiences.</p>	<p>To create enriching extra-curricular activities that extends the curriculum offer beyond the classroom for all students with additional needs.</p>	<p>profiles as the avenue to share student updates.</p> <p>Consult with specialist professionals on trips and visits as they are planned to enable all students to fully access any educational visits and events.</p>	<p>T&L team/ Assistant Headteacher Inclusion / SENDCO</p> <p>SENDCO / Deputy SENDCO</p>	<p>As and when required, as per student profile</p> <p>As and when required</p>	
<p>Improve and maintain access to the physical environment for students and adults</p>	<p>The environment is adapted to the needs of students as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramps ● Elevators ● Corridor width ● Disabled parking bays 	<p>To ensure any current and future building projects ensure full accessibility for all students and adults</p>	<p>To ensure the plans for provision for access in and around the building consider the needs of all students and adults</p> <p>Health and</p>	<p>Premises team</p>	<p>Ongoing</p>	<p>Students and adults with disabilities are able to move around the school freely and are able to access lifts and ramps.</p>

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheel chair accessible height • Clear guidance in the evacuation plan • Evacuation chairs on top floor of each stairwell. 		<p>Safety induction to be given by premises manager</p> <p>PEEPS are regularly reviewed and updated</p>	Assistant Headteacher Inclusion / SENDCO	<p>Autumn term</p> <p>Termly</p>	
Make information more accessible to students (and parents) with disabilities	<p>Parent and student communication available in different formats</p> <p>Interpreters used in scheduled meeting when required</p> <p>Website is audited regularly to ensure information and policies are accessible.</p>	Ensure that students with disabilities have improved access to information by providing materials in alternative formats promptly and efficiently.	<p>Administrative staff, teaching support staff to provide accessible resources when required</p> <p>Conduct an accessibility audit of the school website</p>	SLT	<p>Ongoing</p> <p>Ongoing</p>	Students with disabilities have greater access to information. School able to respond quickly to requests for information in alternative formats.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Body.

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs and disabilities (SEND) information report
- Supporting students with medical conditions policy