



Accessibility Plan

in support of

William Stukeley CE Primary School

and

Deeping St. Nicholas Primary School

Policy approved by Full Governing Body: October 2025

Policy to be reviewed: September 2026

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Statement of intent

This plan outlines how Stukeley Federation aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the Federation to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.

- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Executive Headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and Federations'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following Federation policies, this is not an exhaustive list:

- Accessibility Policy
- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy

- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Executive Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the Federation should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Governing Body, LA and external agencies to effectively create and implement the Federation's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Executive Headteacher and Governing Body to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the Federation, and advising the Executive Headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The Governing Body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Governing Body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Governing Body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Governing Body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Governing Body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Some newer pupils may require additional resources in school	Individual transition plans are created where required to support the needs of individual pupils.	SENCo	On arrival	New children's needs are met quickly	Ongoing
	Some staff and children require specialist equipment in our schools	Specialist training/resources	SENCo and SLT	Ongoing	All staff equipped to ensure pupils needs are met – socially, emotionally, personally and academically	Equipment audits each year
	New building work undertaken at both schools. Whilst designed to improve accessibility at both, will need to be reviewed	Facilities walks with site managers to ensure that facilities are accessible to all	SLT and Governors	Autumn 2025	Both building meet accessibility requirements – actions put in place for any issues	Autumn 2026

Medium term	Ensure that all policies consider the Equality Policy and relevant accessibility influences	Consider during review of policies – ongoing throughout the year. Ensure policies are in line with the latest guidelines, updating accordingly.	Exec Administrator SLT	Ongoing as policies are due	Policies reflect current legislation	Ongoing
	Staff needs the latest and best quality CPD	Relevant training for staff – this may be whole staff or individuals. It will be proactive and reactive	Relevant staff	Autumn 2025–	All staff equipped to ensure pupils needs are met – socially, emotionally, personally and academically	CPD programme reviewed Summer term each year
Long term	Ensure there are no barriers to learning for pupils	Ensure children are able to access resources/activities/experiences regardless of their social-economic background	All staff	Ongoing	There are no barriers to pupils being able to be the best they can be	PP report Sports report End of year

5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
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Short term	High quality hygiene suite installed – William Stukeley	Specialist equipment/room	Admin, Governors, SLT	Summer 2025	Hygiene suite installed and is accessible to all	Autumn 2025
	Install solar film to support those with visual difficulties – Deeping St Nicholas	Installation of solar film completed	Admin	Autumn 2025	Staff and pupils will be able to see better in the school	n/a
	The school may host events where specific accessibility requirements may be needed	Ensure all visitors have their access needs met	Admin	Autumn 2025	All visitors have need met which is fed-back to school	n/a
Medium term	Some pupils or adults with specific accessibility requirements may not be able to access Forest School areas easily	Review outdoor paths/walkways/access	Admin/site managers/forest school leads	Spring 2025	All can access Forest School provision	Summer 2026

Long term	Ensure that DSN classrooms are all fully accessible to allow full access through the school	Review potential solutions to step between classroom and learning zone	SLT, Admin, governors	Autumn 2026	Full access through school	Autumn 2028
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6. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff review accessibility of Federation information	Audit of information and delivery procedures	SENCO, ICT manager	Autumn 2025	Federation is aware of accessibility gaps to its information delivery procedures	Spring 2026
Medium term	There are a range of different nationalities who attend both schools	Ensure equality of access to information, both written and verbal.	Ensure signage/letters/website available in different languages	Autumn 2025	Language is not a barrier to school communication	Summer 2026
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats	SENCO, ICT manager	Spring 2026	Written information is fully accessible to children with visual impairments	Summer 2026

Long term	Federation website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2026	Website is fully accessible	Autumn 2027
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7. Monitoring and review

This plan will be reviewed on an annual basis by the Governing Body and Executive Headteacher. Any changes to this plan will be communicated to all staff members and relevant stakeholders.