



STOW-on-the-WOLD
PRIMARY SCHOOL

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Accessibility Policy & Action Plan



Approved By:	Full Governing Board	Date: 13 th October 2025
Last Reviewed on:	13 th October 2025	Next review due by: 13 th October 2026
Signature: <i>T.A. Bartlett</i>	Signature: <i>[Handwritten Signature]</i>	
Chair of Governors	Headteacher	



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1. Aims

Stow on the Wold Primary School is committed to providing an inclusive and fully accessible environment where all pupils, staff, and visitors can thrive, regardless of education, physical, sensory, social, spiritual, emotional and cultural needs. Our Vision statement is as follows:

Our Vision Statement

Stow-on-the-Wold Primary School will be at the heart of the community; a place where everyone is keen to achieve and share in success, making best use of all resources and celebrating diversity

Everyone will have a clear understanding of their contribution to the School in its central role of raising standards; educational, physical, moral and social.

We are committed to challenging negative attitudes towards disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This policy outlines our approach to ensuring accessibility in all aspects of school life and aligns with the Equality Act 2010, ensuring that our school provides equal opportunities and reasonable adjustments for individuals with disabilities. We ensure that our school meets these legal requirements by continuously improving physical spaces, learning environments, and resources to support accessibility.

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

GCC published intent is for:

'All children can flourish and achieve; it's our shared responsibility to unlock their potential'

This approach links closely with the National Partnership Agreement of Right Care Right Person adopted by health and social care and the aspirations for GCC and our school are:



- continue our journey to enable children to live remarkable lives;
- keep children at the heart of what we do;
- focus services' work across the local partnership;
- enable children, young people and their families to be able to access the information and support they need to thrive;
- strengthen our partnerships;
- take learning from areas of continued development;
- build on local strengths

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 these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including Staff and Governors and parents

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Our accessibility **Action Plan** aims over two years to achieve main areas under three headings:

1. **Improve access to the physical environment of the school site**, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education. Our school is designed to accommodate individuals with mobility challenges. Our school buildings feature a flat site, with accessible toilets, ensuring that movement across the site is safe and easy for all. Clear signage assist individuals with visual impairments in navigating the school environment. Classroom layouts and furniture are carefully arranged to support pupils who use wheelchairs or mobility aids, allowing them to engage fully in lessons and activities.
2. **Enable access to Information and Technology**. Our digital platforms, including the school website and learning materials, comply with accessibility standards. We provide alternative communication methods, including large print, braille, and audio formats, upon request,



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ensuring that information is accessible to everyone. Staff are trained to support pupils with communication challenges and to facilitate the effective use of assistive technology in the classroom. Laptops are used to support pupils with recording skills

Increase access to the curriculum. Lessons at Stow-on-the-Wold Primary School are designed to be inclusive and accessible to all pupils. Teachers use adapted strategies to cater to a range of learning needs and employ assistive technology to support pupils who require additional resources. Adapted learning materials, and personalised teaching plans are used to ensure that all pupils can engage fully with their education. Staff undergo regular training to enhance their inclusive teaching practices.



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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
1. Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils including those with a disability Targets are set effectively and are appropriate for pupils with additional needs <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p>	<p>To ensure book stock is inclusive</p> <p>To ensure book stock is inclusive and accessible</p> <p>To ensure resources are accessible to all children</p> <p>To ensure individual children have the resources that they require on their plans e.g. coloured books, Coloured paper enlarged worksheets</p>	<p>Ensure an audit of books stock and resources to ensure it is inclusive</p> <p>A review of curriculum resources to ensure inclusive eg left handed scissors and other equipment needs</p> <p>A careful consideration of resources for children with a learning plan or EHCP</p> <p>Regular reviews of learning plans for each child</p>	<p>Class teachers in reference to their own classes</p> <p>SENCO</p> <p>English and other subject leads in relation their own subject s</p>		



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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
2. Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes: An accessible site all on one level Corridor width is not important as most areas are open plan Accessible parking bays in private car park and space at top of ramp Accessible toilets and changing facilities being used by everyone whilst toilets are being refurbished Library shelves at wheelchair-accessible height, but now moved into classrooms 	<ul style="list-style-type: none"> A consideration of whether ramps are required for the school hall doors to enable access and exit in a fire Access to library books following the move of the library Is there adequate lighting in all areas 	<p>Ramps, a consideration of whether ramps are required for the school hall doors</p> <p>Repaint the space at the top of the school path</p> <p>New library area- a consideration of whether all the shelves in the school for books and resources are accessible to all?</p> <p>Is lighting okay all around the school and can it be accessed by all users eg accessible toilet pulley switch</p>	Premises committee September 2027		



4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by The Standards Committee

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy