Accessibility Policy and Plan

Reviewed September 2025

The Stour Academy Trust

As the sponsor school of the Stour Academy Trust, we promote collaboration in order to continue the growth and development of God's children. We are driven by our commitment to the well-being and education of all, enabling us to flourish and become life-long learners.

Through the Parable of the Good Samaritan children are encouraged and inspired to "Go and do likewise".

At Sturry Church of England Primary School, we empower both pupils and adults to unlock their God-given potential as they navigate the pathway of life in an ever-changing, modern world.
We strive to equip everyone with the ability to embody Christian values such as perseverance, leadership, aspiration, collaboration, empathy, and support. In our community, the parable of the Good Samaritan resonates deeply, guiding us to follow the example of Jesus by 'loving our neighbour' and committing to 'go and do likewise'.
Together, we nurture a compassionate environment that reflects commitment to each other.
'Go and do likewise'

This Accessibility Plan is compliant with current legislation and requirements as specified in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014, which support the implementation of Part 3 of the Children and Families Act 2014.School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.
It should be read in conjunction with the following policies, strategies and documents of the school:

SEND Policy and Information Report
Equal Opportunities Policy
Child with Health Needs who Cannot Attend School Policy
Teaching and Learning Policy
Health & Safety Policy
Child Protection Policy
Behaviour and Anti-Bullying Policy
Admissions Policy
Complaints Policy

Sturry C of E School Accessibility Plan has been drawn up based upon information supplied by the Local Authority and in conjunction with its stakeholders and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

This Accessibility Plan is structured to complement and support the school's Equality Objectives and will also be published on the school website. The governing body is responsible for ensuring compliance with the Equality Act 2010, including Schedule 10, which requires schools to have an accessibility plan. The Local Authority may provide guidance or support, particularly for maintained schools.

Sturry C of E Primary School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about

disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Currently the school does not have any pupils, carers, staff or parents with disabilities requiring additional access.

The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to it. We will take relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the pupils without a disability. This covers teaching and learning and the wider curriculum of the school such as participation in after-school
  clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks, and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

IMPROVING THE CURRICULUM ACCESS

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT
Training for teachers and support staff on Children with Special Needs (as detailed in SEND action plan).	Review the needs of children with specific issues, provide relevant training.	All staff have a clear understanding of strategies to improve children's access to the curriculum.	Ongoing involvement as appropriate.	Increase in access to an appropriate curriculum though reduction in barriers to learning.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation on a regular basis.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Ongoing.	Increase in access to all school activities for all pupils.
Classrooms, including Nurture Room are optimally organised to promote the participation and independence of all pupils.	Review layout of furniture and equipment to support the learning process in individual classes. Promote use of visuals in individual classes. All classes are monitored against the Mainstream Core Standards Checklist.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing Visual timetables and good sitting/ listening prompts in use.	Increase in access to an appropriate curriculum.
Ensure all children on the SEN register have individual targets on a provision map.	Provision maps for all children reviewed termly.	Provision maps and targets are relevant, up to date and form a key part of the planning process for all pupils.	Review termly.	Provision maps and targets in place to support the needs of individual children.
Ensure all PP children that are a cause for concern are tracked on a Pupil Progress Provision Plan.	Provision Plans for all children reviewed termly.	Provision Plans and targets are relevant, up to date and form a key part of the planning process for all pupils.	Review termly.	Provision plans and targets in place to support the needs of individual children.
Review TA deployment so that all pupils are appropriately supported.	SLT to discuss termly at Strategy Meetings.	Adult support is appropriately delegated according to the needs of the individual classes/children.	Review termly.	Children have access to appropriate support.
Training for teachers to enable them to meet the Mainstream Core	Undertake a MCS audit for all staff. Review SEN action plan to incorporate	All class teachers are meeting the Mainstream Core Standards.	Annual focus.	Increase in access to an appropriate curriculum.

Standards for all learners.	identified training needs (completed).			

IMPROVING THE PHYSICAL ACCESS

Approach to entrance	The school can be entered without using the steps. The doorway is wide enough to facilitate wheelchair access.
Car Parking and Deliveries	There are two disabled parking bays.
Internal mobility	There are not any stairwells; the school is on a single level. The threshholds are all level with the ground allowing wheelchair entry to all classrooms (through the external fire doors). Doorways are of a sufficient width to allow wheelchair access. Development point- widen internal classroom doorways
Outside areas	The external doorways (fire doors) in classrooms are wide enough for wheelchair access
Disabled toilets	Within the main building there are two disabled toilets that are accessible.
PE facilities	The school hall is fully accessible to wheelchair users.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

TARGET	STRATEGY	EXPECTED OUTCOME	TIMEFRAME	IMPACT
Availability of written material in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. Review in line with parent base (travellers and EAL)	The school will be able to provide written information in different formats when required for individual purposes. School information published on the school website is updated regularly.	Ongoing	Delivery of school information to parents and the local community involved
Availability of written material in different languages	The school will use translations approved by the LA for key information for EAL families. Teachers to discuss support option of letters being written in other languages and having a designated reader during parent's evening.	The school will be able to provide written information in alternative languages when required for individual purposes	ongoing	The delivery of information to parents of EAL pupils is improved
Survey parents/carers on	Part of annual parents' questionnaire	School is more aware of the	Annually	Parental opinion is surveyed and

quality of communication.		opinions of parents and acts on this.		action taken appropriately