



ACHIEVING MORE TOGETHER

Accessibility Plan

Stoke High School

Statement of intent

This plan outlines the proposals of the governing body of Stoke High School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the academy curriculum.
- Improving the environment of the academy to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 the:

- Parents of pupils
- Principal and other relevant members of staff
- Governors
- External partners

Signed by:

_____ Principal Date: _____

_____ Chair of governors Date: _____

Next review date: _____

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members ensure the curriculum is accessible to all	Audit of curriculum	Principal/ teachers/SENCO	Spring 2025	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2025
	Staff members have the skills to support pupils with SEND	INSET provided to staff members	Principal/ External advisors/SENCO	Spring 2025	Staff members have the skills to support children with SEND	Autumn 2025
Medium term	Academy trips take into account children with SEND	Needs of children with SEND incorporated into planning process	Teachers/SENCO	Spring 2025	Planning of academy trips takes into account children with disabilities	Summer 2025
Long term	Pupils with SEND can access lessons	Provide adjustments to pupils with SEND	Principal/ICT Manager/SENCO	Spring 2025	Pupils with SEND can access lessons	Summer 2025

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management ensures the academy's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 2025	Academy is aware of accessibility gaps to its physical environment, and will make a plan to address them	Summer 2025
Medium term	Learning environment of pupils with visual impairment is accessible	Incorporation of appropriate colour schemes	Academy business manager	Summer 2025	Learning environment is accessible to pupils with visual impairments	Autumn 2025
	Toilets are accessible	Handrails installed	Academy business manager	Spring 2025	Access to toilets is increased	Autumn 2025
Long term	Children with physical disabilities can access academy buildings	Construction work undertaken	Academy business manager/ building contractors	Summer 2025	Academy buildings are fully accessible	Autumn 2025
<p><i>Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.</i></p>						

Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff know whether academy information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Spring 2025	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2025
	Academy knows how to make written information accessible	Academy seeks advice from external advisors	SENCO	Summer 2025	Academy is aware of local services for converting written information into alternative formats	Autumn 2025
Medium term	Written information is accessible to pupils with visual impairments	Purchase braille machine and translate	SENCO/ICT manager	Spring 2025	Written information is fully accessible to children with visual impairments	Autumn 2025
Long term	Academy website is accessible to children with SEND	Audit of website	ICT manager	Summer 2025	Website is fully accessible	Autumn 2025

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.