



Stowupland High School

OUTSTANDING PROGRESS FOR ALL

Accessibility Plan

History:

	Date of Review	Committee	Lead	Comments	Next Review
V.1	Spring 2024	Local Improvement Board	Headteacher		Spring 2026



JOHN MILTON ACADEMY TRUST

Ambition • Aspiration • Excellence

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. The school is an inclusive community school and the vision of “Outstanding Progress for All” reflects the commitment to every individual (regardless of background or need) receiving the best education.

The plan will be made available online on the school website, and paper copies are available upon request.

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 supports any available partnerships to develop and implement the plan.

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, governors, students 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 students 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.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

ACCESSIBILITY AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	ACTIONS REQUIRED TO REACH AIM (PROGRESSIVELY OVER TIME)	LONG/MEDIUM/ SHORT-TERM ACTION?	PERSON RESPONSIBLE	DATE TO COMPLETE ACTION BY	SUCCESS CRITERIA
Increase access to the curriculum for students with a disability	<ul style="list-style-type: none"> • Our school offers an adapted curriculum for all students • We use resources tailored to the needs of students who require support to access the curriculum • Adaptations are made to ensure students' disabilities do not impede their academic progress – e.g. use of coloured exercise books for students with Irlens Syndrome • Curriculum progress is tracked for all students, including those with a disability • Targets are set effectively and are appropriate for students with additional needs • The curriculum is reviewed to make sure it meets the needs of all students • All extracurricular activities are inclusive and accessible to all students • Training needs for staff are planned around the need within the student cohort 	Learning walks to establish how this is being facilitated in class.	Short	AHT T+L	Summer 24	
		Develop teaching aids for setting homework.	Medium	AHT T+L	Autumn 24	
		Consider how the SHS Universal Offer can be expanded to provide scaffolding within homework tasks.	Medium	SENDCo	Autumn 24	
		Increase expectations for students with SEND and improve outcomes for students with SEND by end of KS4	Short	SENDCo	Ongoing - but increased expectations by Autumn 24	
		Students with SEND have access to appropriate IT	Short	SENDCo	Summer 24	
		All staff, including temporary and cover, have time to plan for students who need a highly adapted curriculum	Short	HT	Autumn 24	

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required.</p> <ul style="list-style-type: none"> ● Building was previously adapted to make specialist facilities all accessible on the ground floor. And this is physically accessible for people with disabilities as all school access points have low threshold bars. ● Where required, classes are moved to accessible classrooms to ensure that specialist facilities can always be accessed. ● There is a lift in the 6th Form Centre only. ● Accessible toilets and changing facilities are located in the G block, 6th Form Centre and B/C block. These are used appropriately and not used for other purposes. ● There are ambulatory toilets available in the A block and B block. ● Furniture and equipment is selected, adjusted and located appropriately ● There are Personal Emergency Evacuation Plans (PEEPs) for relevant staff and students ● There are disabled parking spaces at the front of the main school, though not at the 6th form Centre. ● There is a dropped kerb at the main school. ● Accessibility of temporary RAAC village considered (ramps, pathways, crossing points, lighting). 	<ul style="list-style-type: none"> ● Paths to be repaired and made smooth: ● Footpath 35 to be paved from village to front of school ● Paving area to be widened at the bus park ● Paths within the 2 quad areas to be repaired ● Driveway to Mulberry to be resurfaced) ● Drop kerb to be made at 6th form/hashed box drop-off area with signage ● Lighting to, and around, front car parking (priority of lighting footpath between school and new car park) ● Portable hearing loop and Emergency and evacuation systems to have visual indicators ● Refuge system to be installed ● Classroom interiors to be adapted to ensure access to all areas with sensory needs e.g. removing clutter to ensure safe access 	Short	DoF	Summer 24	
			Long	DoF	2025	
			Long	DoF	2025	
			Small quad (med); CO1 quad (med)	DoF	Summer 24	
			Short	DoF	Summer 24	
			Short	DoF	Summer 24	
			Lighting strategy (short). Lighting implementation (medium)	DoF	2025	
			Scope (short)	DoF	Easter 24	
			Scope 6th Form (short)	DoF	Easter 24	
			Medium	HT	Autumn 24	

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	<ul style="list-style-type: none"> Specialist facility rooms all have wider doorway 	<ul style="list-style-type: none"> Braille to be included on all signs for future students/visitors with visual impairments and in picture form for those with communication and learning difficulties No directional signage around the school site to support cognitive load Displays do not use Dyslexia friendly fonts and or colours that are 'sensory safe' in communal areas of the school. Increase students with SEND represented on student council Consult with pupils with SEND regarding accessibility of the site (classrooms, toilets and changing facilities) 	<p>To be factored in with new signage so it's more inclusive (medium)</p> <p>Colour code subject areas when re-decorating for visually impaired (medium)</p> <p>Medium</p> <p>Short</p>	<p>HT</p> <p>HT</p> <p>SENDCo</p> <p>SENDCo</p>	<p>2025</p> <p>2025</p> <p>Autumn 24</p> <p>Summer 24</p>	

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Improve the delivery and availability of information to students with a disability	<p>Our school uses a range of communication methods to make sure information is accessible.</p> <ul style="list-style-type: none"> ● The SEND Information Report and Accessibility Plan are available online and in hard copy from Reception ● SENDIASS is promoted through meetings and information is shared about Family Information Service and the Local Offer. ● Meetings are held when and where parents are able to attend ● Developed communication channels and review processes that enable two-way information sharing with families via Provision Map and SENDCo email address ● Families signposted to One Stop Shops and libraries to access information and opportunities to come into school to learn about this information. ● Laptops provided by the ICT Department to assist students with learning difficulties 	<ul style="list-style-type: none"> ● Develop signage (internal and external) so that it includes braille and pictorial/symbolic representations ● Translate documents into the languages of the parent body ● Have large print resources available for students and families ● Make induction loops available 	<p>To be factored in with new signage so it's more inclusive (medium)</p> <p>Medium</p> <p>Medium</p> <p>Long</p>	<p>HT</p> <p>HT</p> <p>HT</p> <p>DoF</p>	<p>Autumn 24</p> <p>2025</p> <p>2025</p> <p>2025</p>	

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 Local Improvement Board and the Headteacher.

It will be approved by the Headteacher.

5. Links with other policies

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

- o Health and Safety policy
- o Equality information and objectives (public sector equality duty) statement for publication
- o Special educational needs (SEN) information report
- o Supporting students with medical conditions policy