



## Accessibility Plan

---

| Status                  | Current Policy    |
|-------------------------|-------------------|
| Published               | December 2025     |
| Review Cycle            | Every three years |
| Next Review             | December 2028     |
| Lead Staff              | Lucy Taylor       |
| Chair of Governing Body | Alex Krutnik      |
| Headteacher             | Jane Hatwell      |

---

## Vision and Values

Our school vision is to provide an *outstanding, nurturing, learning environment*, where all our pupils can achieve their full potential and progress to lead happy and fulfilling lives.

Our mission is to provide each and every pupil with the best possible education, delivered in an environment that is supportive, caring and safe.

*“Getting it right for every pupil”*

At Stone Bay we focus on *Evolving Excellence* in all that we do, working towards making our school the best it can be for pupils, staff and families. We are creating lasting *Trust* with all our stakeholders, *Empowering* each other to learn and grow. By adhering to policies and clear processes we ensure *Fairness* and transparency in our decision making and actions, whilst ensuring we are *Collaborating* with others and always looking for ways to help each other to deliver excellence for our pupils.

## Rights Respecting Schools

The Unicef UK Rights Respecting School Award (RRSA) is based on principles of equality, dignity, respect, non-discrimination and participation. The RRSA seeks to put the UN Convention on the Rights of the Child at the heart of a school's ethos and culture to improve well-being and develop every child's talents and abilities to their full potential. A Rights Respecting School is a community where children's rights are learned, taught, practised, respected, protected and promoted.

Stone Bay has been awarded the Silver Award by UNICEF. This is awarded to UK schools that show good progress towards embedding children's rights in the school's policy, practice and ethos, as outlined in the RRSA Strands and Outcomes

## Staff wellbeing

The Leadership Team and the Governing Board of Stone Bay School are committed to promoting positive mental, physical and emotional wellbeing and to providing suitable support for all staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

All members of staff are entitled to be treated fairly and professionally at all times. The Governing Board of Stone Bay School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

## 1. Aims

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

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

As a Residential Special Needs school for pupils with Autism and specific learning differences all of our pupils have SEN. Everything that we do is orientated towards making life better for our pupils, by helping them to overcome barriers to learning, to develop skills and strategies that will empower them to cope well with adult life and to develop and improve the confidence and self-esteem to tackle challenges and to lead productive and fulfilling lives.

Stone Bay School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action Plan

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

Teaching and Learning: how do we maintain excellence and improve further?

Aims of the plan:

- To increase the extent to which pupils with SEN and disabilities can participate in the school's curriculum
- Improve the provision of information for disabled pupils
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services used by the school and to improve access for disabled parents, staff and visitors

| <b>Increase access to the curriculum for pupils</b><br>Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, |   |  |   |                      |  |
|---|---|--|---|----------------------|--|
| <b>Priority</b>   | <b>Lead</b>   | <b>Strategy / Action</b>   | <b>Resources</b>  | <b>Timescale</b>     | <b>Success criteria</b>  |
| Effective communication and engagement with parents   | Headteacher<br>Deputy<br>Headteacher<br>Assistant<br>Headteachers | Weekly newsletter<br>Parent evenings<br>Effective communication via Class Dojo<br>Annual Reviews | Allocated time  | In place and ongoing | Parents / carers fully informed about progress & engage with their child's learning.   |
| To ensure all staff receive relevant and timely training on a range of effective strategies to support <u>pupils</u>  | Headteacher<br>Deputy<br>Headteacher<br>Assistant<br>Headteacher  | Review staff training needs<br>Provide appropriate training                                      | Training time<br>Regular visits from external professionals | In place and ongoing | All staff awareness of our pupil needs. Pupils have increased access to the curriculum |

|  |  |   |   |                      |   |
|--|--|---|---|----------------------|---|
| Effective use of resources & specialised equipment to increase access to the curriculum for all pupils | Headteacher<br>Deputy<br>Headteacher<br>Assistant<br>Headteacher | Strategic deployment of support staff<br>Interactive whiteboards are accessible for all pupils<br>Use of ICT / specialist equipment | School funds<br><br>Other resources as required | In place and ongoing | Positive impact on pupil progress<br>Barriers to learning are removed |
|--|--|---|---|----------------------|---|

| <b>Improving Physical Environment</b><br>Our key objective is to improve and maintain the physical environment of the school adding specialist facilities as necessary based on unknown needs for future referrals |   |  |              |           |  |
|--|---|--|--------------|-----------|--|
| Priority   | Lead                                    | Strategy / Action  | Resources    | Timescale | Success criteria   |
| Review emergency evacuation procedures to include PEEPs  | School Business Manager<br>Head Teacher | Review current evacuation procedures. Ensure all pupils that need support with evacuation process have an up to date, relevant PEEP in place | School funds | Ongoing   | Evacuation procedure will be effective and safe for all pupils, staff and visitors |

|  |  |   |                                     |             |                                |
|--|--|---|-------------------------------------|-------------|--------------------------------|
| All fire escapes are suitable for all  | School Business Manager<br>Headteacher | Weekly health and safety audit of the school and its surroundings with HT, SBM and Premises Manager.<br>Evac chair training provided to staff<br>Ensure staff are aware of need to keep fire exits clear<br>Clear signs and instructions including communicate in print signs   | School funds                        | Ongoing     | Fire escapes accessible to all |
| To ensure the school is aware of the access needs of disabled pupils, staff, governors, parents / carers and visitors ("access" meaning access to and access from) | Headteacher<br>Leadership Team         | To create access plans for individuals as part of the EHCP where required.<br>Be aware of staff, governors and parent's access needs and meet as appropriate.<br>Ensure PEEP (Personal Emergency Evacuation Plan) are reviewed regularly for pupils<br>Communication in print around school to assist pupils understanding and visual recognition | Time<br>Other resources as required | As required | The school is fully accessible |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
|  |  | Premises / Health & safety<br>online form for staff to<br>report concerns |  |  |  |
|--|--|---|--|--|--|

| <b>Improving the availability of accessible Information</b><br>Our key objective is to improve the delivery of information to pupils, staff, parents and visitors |      |   |                            |                      |   |
|---|------|---|----------------------------|----------------------|---|
| Priority  | Lead | Strategy / Action   | Resources                  | Timescale            | Success criteria                                      |
| To enable improved access to written information for pupils, parents and visitors.  | SBM  | Support parents to access information by completing forms for them.<br>Offer support for parents who are illiterate in completing forms and using the internet.<br>Alternative formats will be available i.e. large font, coloured or off-white paper | School funds for resources | In place and ongoing | Enhanced accessibility to all relevant documentation. |
| To ensure the website is accessible to all  | SBM  | Review of website<br>Feedback from parent / carers  | Time                       | Ongoing              | Website is accessible to all                          |



## **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 Governing Body.

## **5. Links with other policies**

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

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty)

statement for publication Special educational needs (SEN)

information report

Supporting pupils with medical conditions policy