THE STOUR FEDERATION

LEARN, GROW, SUCCEED TOGETHER

MULTI ACADEMY TRUST

Accessibility Planning Objectives 2023-2026

The Stour Federation

1.   AIMS

Schools in The Stour Federation Multi Academy Trust are required under the Equality Act (2010) to have an accessibility plan. The purpose of the plan is to:

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

The Stour Federation is committed to treating everyone in our school communities fairly and with respect. This involves providing access and opportunities for all pupils, staff, parents, governors and visitors without discrimination of any kind. We aim to reduce and eliminate barriers for access to the curriculum, the site and relevant information to ensure full participation in the school community for pupils with a disability.

Principles
- Comply with the Disability Discrimination Act (1995) (DDA), the Trust's Equalities Policy, and the operation of each school in the Trust's individual SEND policy;
- Each school in the Trust recognises their duty under the DDA (as amended by the SENDCO: not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Treat disabled pupils equitably.
- Take reasonable steps to avoid putting disabled pupils and members of the whole school community at a substantial disadvantage and publish an Accessibility Plan.   In performing their duties, Trust Board directors, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
- The Trust recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide a broad and balanced curriculum, with reasonable adjustments made (as appropriate) to meet individual needs which endorses the key principles in the National Curriculum framework, and underpins the development of an inclusive curriculum, setting suitable learning challenges.
- Respond to pupils' diverse learning needs and differences.
- Respond to potential barriers to learning and assessment for individuals and groups of pupils.

The plan will be made available on the schools' websites with paper copies available.

The Trust is committed to ensuring staff are trained in the requirements of the Equality Act (2010), including understanding disability issues.

The schools support any available partnerships to develop and implement the plan.

Each individual school in the Trust has their own complaints procedure which covers the accessibility plan. If you have any concerns relating to accessibility in one of our schools, the complaints procedure sets out the process for raising concerns.

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.

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 (2014), '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.

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

3   MONITORING ARRANGEMENTS

The individual plans for each school will be reviewed every 3 years by the Local Academy Council, but may be reviewed and updated more frequently if necessary.

4.   LINKS WITH OTHER POLICIES

The accessibility plans are linked to the following individual school policies which can be found on

school websites:

- Health and Safety Policy.
- SEND Policy.
- First Aid and Medicines Policy.
- Trust Equalities Poli

Acorns Primary School					
	Aim 1: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	Make adjustments to existing provision to further enhance safety to meet specific children's needs.	• Door handles/keypads raised. • Consider meshing/double fencing of existing gates and fences.	July 2024	Executive Head, Head of School, Caretaker	• The site is safe and accessible for all learners.
Medium term	Create a safe, sensory space for settling dysregulated children.	• Quiet, sensory space in current Nursery provision/EYFS building & main school - within given room/s. • Continue to improve & use Science Garden and Green Room. • Sensory audit of school environment. • Advice and support from SEND Supported, EPs and OTs.	July 2025	Teachers & TAs	• Spaces are available for children to access when needed. • Children are able to regulate effectively and engage with learning.
Long term	Development of a nurture/sensory space.	• Library wall partition to create a new space. • Allocate budget for sensory activities, equipment and training.	July 2026	Executive Head/Head of School/Governors	• Spaces are available for children to access when needed. • Children are able to

		● Look for funding options.			regulate effectively and engage with learning.
	Ensure street level entrances and internal corridors are accessible to all members of the community where possible.	● Purchase ramps for wheelchair/mobility aid use. ● Ensure flooring and surfaces are safe and facilitate accessibility. ● Explore options for accessible toilet facilities. ● Advice and guidance from IDS regarding site accessibility.	July 2026	Governors/ Executive Head/Head of School	● Wheelchair/mobility aid users will be able to access the main areas of school.

	Aim 2: Increase the extent to which pupils with disabilities can participate in the curriculum.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	Staff effectively use InPrint 3 (Widget) to aid communication.	● Check staff confidence and competence with InPrint 3. ● Seek advice from schools using these resources. ● Staff practice and embed use.	July 2024	SENDCo/ Head of School/ Teachers	Staff are confident in using visuals to support communication and learning. InPrint resources and symbols are embedded in practice.
Medium term	Train a dyslexia champion who accesses regular CPD and gives support.	● Staff training. ● Consider universal offer for all children and how dyslexic needs can be met. ● Consider applying for Dyslexia Kitemark.	July 2025	SENDCo/ Head of School/ TA	● One staff member will be fully trained and able to offer support to other staff and children. ● Universal offer will be successful. ● Children with dyslexic tendencies will access all

	Targets	Approaches	Timescale	Deployment	Results
					learning to the best of their abilities. ● Dyslexia Kitemark may be awarded.
	Ensure all learners are given opportunities to access each part of our topic learning process.	● Review and refine new Innovate and Express stages. ● Pupil survey and pupil voice	July 2025	Heads of School	● All learners are able to demonstrate and apply their curriculum knowledge and skills through Innovate and Express.
Long term	Thrive training to develop a whole school ethos and language.	● Staff training - carefully considering capacity. ● Allocate funding/budget. ● Seek support from Trust schools. ● Thrive screening for pupils. ● Action plans implemented and impact evaluated.	July 2026	SENDCo/ Executive Head/ TAs	● The Thrive approach will be used successfully across the whole school - examples could include: screening, common language, links with PSHE, Thrive Breakfast, yoga, Thrive spaces.

	Aim 3: Improve the availability of accessible information to pupils with disabilities.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	Develop clear, effective parent/SENDCo communication.	● Universal offer for SEND. ● SEND newsletter. ● Introduce parent drop in sessions. ● Collaborative Proactive Solutions.	2023-2024	SENDCo	● Clarity of offer, provision and processes. Parents are better informed and supported. ● Parents know where to go for support and collaboration finds effective solutions.

	Targets	Approaches	Timescale	Deployment	Results
	Develop a clear and effective understanding of the SEND process for parents and staff.	• Write and disseminate clear flowcharts of the SEND provision and available support process from Universal Provision to EHCP.	July 2024	SENDCo	• Parents and staff have a clear understanding of the different levels of need and support for SEND including the timescales involved at each stage.
Medium term	Make reasonable adjustments to support visual/ hearing impaired members of our school community.	• IDS audit on site to support accessibility.	July 2025	SENDCo	• Communication is accessible for all learners.
Long term	Work collaboratively and proactively with children and families to reduce and remove barriers to school attendance.	• Regular attendance reviews. • Thrive. • Early Help • Documents - Working together to improve school attendance • Summary table of responsibilities for school attendance	Termly reviews	Executive Head/ Head of School/ SENDCo/ SAP	• Attendance of identified children improves. • Children and families report feeling happier about school.

Brailes C of E Primary School					
	Aim 1: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**

Short term	To improve accessibility to raised allotment and gardening beds to ensure that all children and adults can access.	• New accessible raised gardening beds funded by Tesco Community Grant. • Lunchtime gardening activities accessible for all to support well being and improve school sustainability.	July 2024	Head of School Caretaker MDS	• Growing spaces accessible for all learners • Improved sustainability.
	To create safe, sensory spaces to support accessibility for specific sensory/learning needs	• Quiet, sensory space in classrooms. • Sensory audit of the school environment. • Continue to enhance and refine current safe sensory spaces to meet the specific needs of learners. • Advice and input from SENDSupported, EPs, OT and STS.	July 2024	Teachers/TAs	• Spaces are available for children to access when needed. • Children are able to regulate effectively and engage with learning.
Medium term	To improve access to the school field from the front of school and Badgers classroom.	• Advice & guidance from IDS regarding site accessibility/ gradient access compliant - site survey, quotes. • Capital funding.	July 2025	Executive Head/Head of School Governors	• School field access is safe for all members of the school community.
	Make adjustments to existing provision to further enhance safety to meet specific children's needs.	• High door handles/keypads raised. • Double fencing of existing gates and fences.	July 2025	Head of School Caretaker	• The site is safe and accessible for all learners.
Long	To develop a nurture/	• Planning and funding for a new	July 2026	Head of	• Sustainable accessible

| term | sensory room | • building for nurture, music and arts therapy.
• Provision and funding of staffing.
• Hybrid resource provision on site, linking school and church, supporting. | | School Executive Head Governors DBE Free School | space to support learners, separate to the main school, which supports children's regulation, emotional well being so they can access mainstream provision. |

	Aim 2: Increase the extent to which pupils with disabilities can participate in the curriculum.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	To enhance and develop staff awareness of strategies for children with ASC and sensory processing.	• AET Tier 2 training. • PDA Training. • ASC Champions. • Whole School use of ALSUPs. • Lost at School training - Core group - then rolled out.	July 2024	SENDCo Head of School Class teachers TAs	• Whole school expertise and consistency to support children with autism spectrum differences
Medium term	Trained dyslexia TA to become champion that accesses regular training and gives support. To apply for accredited Dyslexia Kitemark.	• Staff training. • Consider universal offer for all children and how dyslexic needs can be met. • Consider applying for Dyslexia Kitemark.	July 2025	SENDCO Head of School TA	• One staff member will be fully trained and able to offer support to other staff and children. • Universal offer will be consistently provided for all children and successful. • Children with dyslexic tendencies will access all learning to the best of their abilities.

					• Dyslexia Kitemark may be awarded.
	Ensure all learners are given opportunities to access each part of our topic learning process.	• Review and refine new Innovate and Express stages. • Pupil survey and pupil voice.	July 2025	Heads of School	• All learners are able to demonstrate and apply their curriculum knowledge and skills through Innovate and Express
Long term	Thrive training to develop a whole school ethos and language.	• Staff training - carefully considering capacity. • Allocate funding/budget. • Seek support from Trust schools. • Thrive screening for pupils. • Action plans implemented and impact evaluated.	July 2026	SENDCo/ Head of School / TAs	• Common language • Thrive approach will be used successfully across the whole school - examples could include: screening, common language, links with PSHE, Thrive Breakfast, yoga, Thrive spaces

	Aim 3: Improve the availability of accessible information to pupils with disabilities.				
BRAILES C of E PRIMARY SCHOOL	**Targets**	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	To develop clear, effective parent/SENDCo communication	• Universal offer for SEND. • SEND newsletter. • Introduce parent drop in sessions. • Collaborative Proactive Solutions.	2023-2024	SENDCo	• Clarity of offer, provision and processes. Parents are better informed and supported. • Parents know where to go for support and collaboration finds effective solutions.
	Develop a clear and	• Write and disseminate clear	July 2025	SENDCo	• Parents and staff have a

	effective understanding of the SEND process for parents and staff.	flowcharts of the SEND provision and available support process from Universal Provision to EHCP. ● Use InPrint3 to create whole school shared charts.			clear understanding of the different levels of need and support for SEND including the timescales involved at each stage.
Medium term	Make reasonable adjustments to support visual/ hearing impaired members of our school community.	● IDS audit on site to support accessibility. ● Follow up action plan.	July 2025	SENDCo Head of School	● Communication is accessible for all learners.
Long term	To work collaboratively and proactively with children and families to reduce and remove barriers to school attendance.	● Regular attendance reviews. ● Collaborative Practice Solutions - identifying ALSUPS (Assessing lagging skills and finding unsolved problems) Child, family and school collaborating - Lost at School. ● Documents - Working together to improve school attendance and summary table of responsibilities for school attendance. ● Thrive. ● Early Help.	Termly reviews	Head of School Executive Head Attendance Lead SENDCo Class teachers	● Attendance of identified children improves. ● Children and families report feeling happier about school. ● Home/school relationships strengthened.

Kineton C of E Primary School

	Aim 1: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	Reinstate Music Room to be compliant with access requirements.	● New internal doors to be required width ● Wheelchair ramp to be renovated to include more gradual slope, wider turn and slip resistant surface.	Autumn 2023	Headteacher and caretaker in line with contractors.	● Easy access for wheelchair users
Medium term	Ensure KS2 classrooms are appropriately insulated for a child with a hearing impairment.	● Work with the hearing impairment service to assess classroom for Years 3 and 4 ● Arrange necessary sound board installation.	By autumn 2024	SENCo and IDS hearing impairment team	● Children with hearing impairment are able to learn in the KS2 classroom.
Long term	Develop Forest School provision to meet needs of all children in school, including disabled access.	● Purchase resources to support a range of physical needs. ● Review access arrangements for wheelchair users.	2024-25 or earlier as required	Forest school leaders and caretaker	● Forest School activities can be accessed by all learners.

Kineton C of E Primary School					
	Aim 2: Increase the extent to which pupils with disabilities can participate in the curriculum.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short	Develop staff	● Adjust SEND supported	2023-2024	SENCO	● Improved writing outcomes

term	knowledge and skills in how to support children with ASC to achieve their potential in writing.	subscription to increase ASC support. ● Advice and staff training from SEND supported.		Class teachers SEND Supported	for children with ASC diagnosis.
Medium term	Thrive training for identified staff to enable them to support identified children effectively, making them more settled in class and ready to learn.	● Training and support from RISE accredited trainers within the MAT.	2023-24	Thrive trainers Identified TAs to be Thrive trained SENCo	● Dysregulated children settle more quickly resulting in improved outcomes
Long term	Develop identified children's use of voice recognition software as an alternative method of recording	● IT leader to support teachers in use of voice recognition software as an alternative method of recording.	By summer 2024	Class teachers IT leader	● Children for whom writing is a barrier are able to demonstrate their learning in both English and foundation subjects through the use of dictation software.

Kineton C of E Primary School					
	Aim 3: Improve the availability of accessible information to pupils with disabilities.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	To improve children's knowledge of their	● Agree whole school approach to the recording of children's	Termly reviews	SENCo SENCo	● Increased ownership and buy in by pupils towards

		targets e.g. in books / leaning logs so they are readily accessible ● Encourage children to self-review their targets where appropriate and suggest their own next steps ● Continue to invite children to their IEP meetings	2023-24	assistant Class teacher Identified TA	their targets ● Majority of targets met on a timely basis.
	IEP targets				
Medium term	Make reasonable adjustments for children with identified needs	● Offer visual and physical resources where appropriate ● Use coloured paper rather than white ● Ensure KS2 staff receive training from the hearing impairment team to ensure strong communication with key children.	Ongoing and by autumn 2024	Class teacher and TAs SENCo Hearing impairment service	● All children able to access information in the classroom
Long term	Improve attendance of key identified groups in school.	● Undertake regular attendance checks of vulnerable groups, families and identified children ● Work proactively and positively with families to break down barriers and support the improvement of attendance ● Join DFE attendance hub and follow advice / good practice	2023-25	Headteacher Key Stage leaders Office staff	● Overall school attendance improved from the current level of 94.1% towards 97% by 2025.

Shipston Primary School

	Aim 1: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	Ensure that all learning areas of the school are accessible to vision impaired children.	• Liaise with the WCC Vision team to conduct audits of all classrooms, corridors and outdoor spaces and implement advised actions.	By October 2023	SENDCO	• Action plan agree
Medium term	Develop the Reception outdoor learning area.	• Reception staff to draw up a development plan. • SIP to include the development with a set budget.	By July 2025	Foundation Key Stage Leader Head of School Executive Head	• Supports Physical Development for all
Long term	Train children and staff on the use of braille to allow vision impaired children to engage fully with reading and writing.	• Liaise with the WCC Vision team. • Provide braille machines as appropriate. • Annual medical updates to inform planning / needs of individuals. • Staff training.	ongoing	SENDCO Head of School	• All visually impaired children are able to engage in the reading and writing curriculum.
	Create a dedicated space for children with sensory needs.	• Identify a suitable room / area in school that may be developed to provide a	July 2026	SENDCO Head of School	• Identified children are able to regulate successfully. • Suspensions and learning

		sensory space. • Liaise with specialist teaching services to identify and source suitable sensory support equipment. • Refurbish the identified space.		Executive Head Trust Board	disruption are lessened.

	Aim 2: Increase the extent to which pupils with disabilities can participate in the curriculum.				
	Targets	**Approaches**	**Timescale**	**Deployment**	**Results**
Short term	Support EAL children to engage with the curriculum as fully as possible.	• Liaise with EMTAS to accurately screen for the needs of EAL children. • Adapt teaching and materials to aid engagement in learning including specialised resources for EAL children. • Engage with WCC to access funding available for EAL children.	July 2024	SENDCO Head of School	• EAL children are happy and engaged in school. • End of term / year results show that the gap between EAL children and peers is closing.
	Re-fresh the whole school engagement with behaviour expectations using simplified language and clearly tying into.	• Create simplified behaviour language e.g. 'Be Ready' supplemented by visual displays around school using InPrint 3. • Over-communicate language	July 2024	Head of School Key Stage Leads	• Low level behaviour is improved. • Attendance has improved. • Completion of homework improves. • The school visions and

		with staff, parents and children regularly in newsletters, updates and assemblies. ● Lesson observations.			aims are easily understood and able to be expressed by all.
Medium term	Ensure all learners are given opportunities to access each part of our topic learning process.	● Review and refine new Innovate and Express stages. ● Pupil survey and pupil voice	July 2024/5	Heads of School	● All learners are able to demonstrate and apply their curriculum knowledge and skills through Innovate and Express
	Increase the range of extra-curricular clubs / activities available to all children.	● Identify with children the types of activities they would like. ● Source staffing / outside agencies that can provide extra-curricular activities. ● Use available funding to provide activities.	July 2024	Head of School PE/Extra Curricular/ Outdoor Learning Team	● There are a range of extra-curricular clubs in place with good participation from a wide range of children of different needs.
Long term	Increase the skills and knowledge of all staff in how to support all children's engagement with the curriculum.	● INSET. ● Regular TA training CPD sessions. ● Lesson observations. ● Performance development. ● Specialist support training.	July 2026	Head of School SENDCo	● All staff demonstrate a good understanding of the needs of the children in their care and how to make suitable adaptations to the curriculum to meet needs.

	Aim 3: Improve the availability of accessible information to pupils with disabilities.				
	Target	**Strategies**	**Timescale**	**Responsib-ilities**	**Success Criteria**
Short term	To develop clear, effective parent/SENDCo communication	- Universal offer for SEND. - SEND newsletter. - Introduce parent drop in sessions. - Collaborative Proactive Solutions.	2023-2024	SENDCo	Clarity of offer, provision and processes. Parents are better informed and supported. Parents know where to go for support and collaboration finds effective solutions.
	Develop a clear and effective understanding of the SEND process for parents and staff.	- Write and disseminate clear flowcharts of the SEND provision and available support process from Universal Provision to EHCP. - Use InPrint 3 to create whole school shared charts.	2023-24	SENDCo	Parents and staff have a clear understanding of the different levels of need and support for SEND including the timescales involved at each stage.
Medium term	Fully embed the Thrive strategy ensuring that all children and families benefit from the language and strategies.	- Ongoing staff training. - Termly Thrive screenings. - Termly Family Thrive sessions - Thrive Breakfast for KS1 and KS2.	2023 ongoing	Thrive Leaders	- Increased attendance at school. - Identified children and parents report increased happiness. - Identified children are able to engage with learning successfully.
Long term	To work collaboratively and proactively with children and families	- Regular attendance reviews. - Thrive - Early Help. - Documents - Working together	Termly reviews	Head of School Executive Head	- Attendance of identified children improves. - Children and families report feeling happier about

	to reduce and remove barriers to school attendance	to improve school attendance and summary table of responsibilities for school attendance.		Attendance Lead SAP	school.