QUANTOCK
EDUCATION TRUST

Stogursey CofE Primary School

'Grow in Grace and Knowledge'

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Accessibility Plan

DATE: September 2026
POSTHOLDER RESPONSIBLE: Rebecca Skews (SENDCo)
AUDIENCE: Staff, parents, pupils
REVIEW DATE: September 2026

Accessibility Plan 2026–2027
Stogursey CofE Primary School

Aims of the Accessibility Plan

This Accessibility Plan outlines how Stogursey CofE Primary School will continue to improve access to education for all pupils in accordance with the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice (0-25 years). The plan has been developed using the updated 2026 template to reflect current legislation, inclusive practice and the needs of our pupils.

A person is considered to have a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

At Stogursey CofE Primary School, we are committed to creating an inclusive environment where all pupils can access learning opportunities, participate fully in school life and achieve positive outcomes regardless of need or disability. We believe every child should feel valued, respected and supported to achieve their full potential.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the full curriculum.
- Improve the physical environment of the school to enable all pupils to access education, facilities and services.
- Improve the availability and accessibility of information for pupils, parents, carers and visitors.
- Promote equality, independence and inclusion through reasonable adjustments and adaptive practice.
- Ensure pupils' views and experiences contribute to the development of provision and accessibility across the school.

The Trust/ Local Governing Committee recognises its responsibilities under the Equality Act 2010 and is committed to:

- Monitoring procedures to ensure equality of opportunity.
- Providing appropriate support for employees with disabilities.
- Making reasonable adjustments where required.
- Promoting an inclusive culture which values diversity and removes barriers to participation.

This plan will be reviewed annually to reflect the changing needs of pupils, staff and the wider school community.

Access to the Curriculum

Target	Who	Timescale	Success Criteria
Ensure adaptive teaching strategies are embedded throughout the curriculum in line with current SEND guidance and EEF recommendations.	Headteacher, SENDCo, Teaching Staff	Ongoing	All pupils can access learning and make progress from their individual starting points.
Develop and maintain a range of accessible learning resources, including visual supports, technology and assistive aids where appropriate.	SENDCo, Teachers, TAs	Ongoing	Appropriate resources are available to support individual needs.
Deliver regular SEND and inclusion training to staff, including adaptive teaching, autism awareness, SEMH needs and communication needs.	SENDCo, Headteacher	Termly	Staff demonstrate increased confidence and expertise in meeting diverse needs.
Use Somerset's Graduated Response Framework to support early identification and intervention.	SENDCo, Teachers	Ongoing	Barriers to learning are identified and addressed promptly through APDR cycles.
Ensure educational visits, enrichment activities and extracurricular opportunities are fully inclusive.	Teachers, Educational Visits Coordinator	Ongoing	All pupils have equitable access to wider school experiences.
Strengthen early identification and transition arrangements between Pre-School, Reception and other transition points.	SENDCo, EYFS Lead, Teachers	Ongoing	Pupils with SEND experience smooth transitions and appropriate provision is established promptly.

Access to the Physical Environment

Target	Who	Timescale	Success Criteria
Ensure all areas of the school remain accessible to pupils, parents and visitors with mobility needs.	Headteacher, Trust Estates Team	Ongoing	Access routes remain safe and accessible.
Review accessibility arrangements annually and identify any barriers arising from changes to the site or pupil cohort.	Headteacher, SENDCo	Annual Review	Accessibility needs are proactively identified and addressed.

Maintain wheelchair access, ramps, handrails and accessible toilet facilities.	Trust Estates Team	Ongoing	Physical access remains effective for all users.
Consider accessibility requirements when planning future improvements to buildings and outdoor spaces.	Governing Body, Trust Estates Team	Ongoing	Accessibility is incorporated into site development plans.
Ensure emergency evacuation procedures meet the needs of all pupils and staff, including the use of Personal Emergency Evacuation Plans (PEEPs) where necessary.	Headteacher, SENDCo	Ongoing	All users can be evacuated safely in an emergency.
Consider sensory and environmental needs when making improvements to learning environments, including lighting, acoustics and classroom organisation.	Headteacher, SENDCo	Ongoing	Learning environments support a wider range of needs and reduce barriers to participation.

Access to Information

Target	Who	Timescale	Success Criteria
Ensure signage throughout the school is clear, accessible and supported by visual symbols where appropriate.	Headteacher	Ongoing	Pupils and visitors can navigate the school independently where possible.
Provide information in alternative formats upon request, including enlarged print, electronic formats and translated materials where appropriate.	School Office, SENDCo	Ongoing	Families can access information regardless of need or language background.
Continue to develop communication methods that support pupils with communication and interaction needs.	SENDCo, Teachers	Ongoing	Pupils are able to understand and engage with information.
Maintain an accessible and user-friendly school website that meets statutory requirements.	School Office, Headteacher	Ongoing	Information is available and accessible to all stakeholders.
Gather feedback from pupils, parents and carers regarding accessibility and communication.	SENDCo, Headteacher	Annual	Accessibility improvements are informed by lived experiences.

Ensure school communications and SEND documentation remain understandable, accessible and family-friendly.	SENDCo, School Office	Ongoing	Families report that information is clear and easy to access.

Monitoring and Review

Progress against this Accessibility Plan will be monitored by the Headteacher and SENDCo. Accessibility will be considered through ongoing school improvement planning, SEND reviews, risk assessments, stakeholder feedback and annual evaluation of provision. The plan will be updated as required to reflect changes in legislation, pupil need or school development priorities.