



Stoke Hill Junior School: Accessibility Plan 2026

Head of School, Site Manager and Caretaker, Federation Business Manager

	Area of Need	Short Term	Person(s) Responsible	Action	Long term
Environment	Reduce trip or slip hazards	Shoes to be kept on when visiting library Mats by door entry must lie flat Hazards to be removed/ placed to one side immediately Ensure designated crossing points/ dip kerbs are used by wheelchair users Check decking for slipperiness each morning + warn others/ put out of use if dangerous	Teachers/TAs Everyone Everyone, including children Teachers/TAs Martin / Andy		Monitor surface and if problematic, consider rubber paint

	All trip hazards to be acknowledged/ highlighted	Spray/cone off area around potholes Clear grounds of tree debris Make visitors/ children aware of trip hazards Continued use of traffic light system for field access	Martin / Andy Martin / Andy Everyone SLT		Continual grounds check, especially in autumn and winter Ongoing Ongoing
	Ensure mobility aids are in place and working	Order and organise the installation of a continual handrail from the reception area up to the Y5/6 corridor Replace the missing handrail in the entrance to the Y5 boys toilet from playground	Vicky / Sarah Andy Andy	Spring /Summer 2026	Continual assessment of need for SEND children as they enter/progress through the school Liaise with OT team
	Trees to be kept trim	Gardener to cut back any overhanging bushes and branches Fell any trees which are at risk of falling in high winds	Andy /Martin Andy / Contractor		Continue long term maintenance Continue to monitor
	Ensure all entrance and exit points are clearly identifiable	Add tape around handles where necessary Explicitly identify and rehearse use of exit points, to include fire drills	Andy Teachers/TAs		Long term maintenance
	Toilet spaces to be fully functioning	Maintain cleanliness of toilet facilities Audit Disabled toilet spaces – cleanliness, accessibility, obstacles, hygiene	Norse cleaning Cleaning team TA/Vicky		To be reviewed as part of cleaning process, SEND meetings and OT/Physio visits
	Continued support for children with hearing impairment and Auditory Processing Disorder	Available SoundField Systems to be in use where children with HI or APD are present	Vicky/ Andy		Regular check of equipment and PAT testing

		<p>Classes to have rechargeable battery kits</p> <p>Adult to wear Radio Mic for children with Active Listening Devices (ALD) when leading input</p> <p>Limit the noise from overhead projectors, heaters etc.</p> <p>Ensure children are positioned where they can lip-read/see teacher's gestures</p> <p>Be mindful of glare from light sources</p>	<p>Class teachers, parents & TAs</p> <p>Teachers/SLT/ TAs</p> <p>Teachers/TAs</p>		<p>Ensure SoundField system follows child(ren) through the school/Federation and are installed in an adequate position</p> <p>Ensure relevant staff are trained in the use of Radio Mics/ALDs</p>
	<p>Ensure children and parents can access the school and playground safely</p>	<p>Keep leaves and debris off of surfaces</p> <p>Ensure that drainage is sufficient at top and bottom of slopes</p> <p>Check quiet area/wildlife area prior to use</p> <p>Use of Disabled Parking bay restricted to specific parents with blue badges</p> <p>No cars on site between 8:20am and 3:20pm</p> <p>5 mph speed restrictions</p>	<p>Martin / Andy</p> <p>Andy</p> <p>Andy, Class teachers & TAs</p> <p>FLT</p> <p>Martin / Andy/Admin</p>		<p>Ongoing checks to ensure slopes are drained, cleared of leaves and debris and are identifiable</p> <p>Ongoing, especially important during the Autumn and Winter months</p>
	<p>Ensure children can access resources adequately</p>	<p>Ensure that handrails are identifiable e.g. tape</p> <p>Continued use of Dyslexia-Friendly kit</p> <p>Add to the D-F kits as more resources become available</p>	<p>Andy</p> <p>Vicky / Sarah</p> <p>Vicky / Sarah</p>	<p>Paint all handrails in bright colours Spring /summer 2026</p>	

		Conduct class audits to ensure that Universal Provision in place/ resources are appropriate and appropriately used Conduct SEND reviews with teachers	Vicky/ Sarah /SLT/ Teachers		
	Ensure that obstacles along corridors are highlighted	Ensure lighting is adequate in all corridors Lockers to be kept closed	Andy Everyone		Ongoing checks
People	Ensure all staff are aware of more vulnerable children in the school	Continue to update and circulate 'Medical Needs' document/SEND register Continued use of CPOMS to document updates as well as safeguarding concerns Continue to ensure all staff are made aware of Behaviour Care Plans (BCP) Individual Healthcare Plans to be kept in lockable cupboard in First Aid Room	Ali Vicky/Jo McCarthy Vicky / Sarah Ali		Start of the academic year and then updated termly
	Develop staff awareness and understanding of disability	Maintain Epipen, Diabetes, Moving and Handling and Epilepsy training Continue regular Teaching Assistant CPD Offer TAs regular meetings Teachers/TAs to attend or contribute to TAF meetings/Statement and EHC Plan reviews Circulate the Accessibility Plan to staff members and ensure it is updated on school website Raise the awareness of SEND by : a) Diarising national awareness days	Ali Sarah Sarah Sarah Lorraine Vicky / Sarah		Training programme Continue to review and update Accessibility Plan annually PDMs on specific aspects of SEND Assemblies to cover specific aspects of SEND

		<p>b) Organising an SEND celebration/awareness events</p> <p>Create network groups for children e.g. Diabetes group, Deaf group</p>	TAs		
	<p>Ensure that children & staff are kept safe and secure whilst in school</p> <p>Security around the front of the school needs to be improved access for delivery to office and kitchen giving parents</p>	<p>PHSE input e.g. Stranger Danger</p> <p>Risk Assessments for Educational Visits</p> <p>Pre-visit locations to check accessibility, facilities etc</p> <p>Use of High Visibility jackets</p> <p>Gates to be locked between 8:20am and 3:20pm</p> <p>5mph speed limit on school site</p> <p>Emergency procedures for vulnerable children</p> <p>Safeguarding procedures for visitors on site e.g. signing in, wearing lanyard, being met by staff member etc.</p> <p>Question strangers on site</p> <p>Split pick up and drop off points making better use of school grounds to allow parents to drop off and pick up safely</p>	<p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Andy/Martin/Admin</p> <p>Vicky / Ali</p> <p>Debbie / Mel / Annette</p> <p>All staff</p> <p>Site team / FBM</p>	<p>Continual ground checks for litter, trespassers</p> <p>Continued communication with PCSO</p>	

	more space to drop off and pick up children	Closing 'top field' gate. This access to be stopped as the school cannot safeguard risks around adult and child access to this area. Public access has been stopped Oct 25.		greater accessibility for vehicular access during the school day whilst keeping children safe within a secure area which will allow no access during the core day. Included in this work: <ul style="list-style-type: none">• moving the bin store closer to the road putting down a concrete base with fence all around.• Installation of new gates by the main kitchen with keypad.• Install new gates either side of Treetops. Small service gate fitted to left of building to stop trespassers• Install a security gate with intercom at the top of steps	
Curriculum	Lessons are planned carefully to ensure that all pupils can access the curriculum	Continue to ensure that 'Planning Meetings' incorporate an SEND provision focus SEND Review meetings (termly) Look at books for evidence of differentiation Disseminate Universal Provision Checking Tool to help teachers support individual learning needs	FLT/teachers Vicky/FLT/ Teachers Vicky/ Sarah		Explore supervision opportunities between teachers and Teaching Assistants Feed back audit findings/ arrange the necessary training and support with FLT

		<p>Conduct class audits to check Universal Provision</p> <p>Regular SEND update – emailed to Teachers, TAs and SLT</p> <p>Support staff in embedding EHCP strategies/provision</p>	<p>Vicky / Sarah Vicky/FLT</p> <p>Vicky</p>		
	Ensure <i>all</i> children can access displays	Adhere to the Federation Display policy	Class teachers/TAs		Ensure Interactive Whiteboards are functioning adequately
		Classroom checks via learning walks	Leaders		Consider the visual environment as part of ASD Audits
Systems	Review and update system of safe movement around the school	<p>Staff to reinforce calm, one side of the corridor walking</p> <p>Declutter all public walkways</p> <p>Ensure coats and belongings are kept in lockers</p>	<p>Everyone</p> <p>Everyone, including the children</p> <p>Everyone</p>		<p>Continual checks</p> <p>Talk through aspects of being safe and respectful as part of PHSE curriculum</p>
	All children with more complex SEND to have a Personal Care Plan	Personal Care Plans encompassing PEEP, Intimate Care Plan and Moving & Handling plan to be created and disseminated every Autumn and reviewed during the academic year	Teachers		Review during termly TAF/ EHCP meeting
	Ensure health and safety documentation surrounding children with more complex SEND is fully accessible	<p>Personal Care Plans encompassing PEEP, Intimate Care Plan and Moving & Handling plan to be created and disseminated every Autumn and reviewed during the academic year</p> <p>Teachers to readily access SEND files and complete read receipt</p>	<p>Vicky / Ali / TAs and teachers</p> <p>Teachers / Sarah</p>		Review Personal Care Plans (comprising PEEPS, Moving & Handling Plans, Risk Assessments) as part of the Review/TAF

		Update CPOMS with documentation/actions	Vicky/ Jo		
	Ensure that the 'Assess, Do and Review' process is clear and efficient	<p>All actions from IT to be recorded on separate case-by-case documents and updates added to CPOMS</p> <p>All parents to be updated re agreed actions</p> <p>Ensure that the IT forms are fully complete with parents views/ pupil voice</p> <p>Teachers to use the 'Graduated Response tool' to aid identification at IT referral stage</p> <p>Refer back to GRT-Identification when considering progress</p>	<p>Vicky/Jo</p> <p>Vicky/ Jo</p> <p>Teachers</p> <p>Teachers</p> <p>Vicky/Teachers</p>		