



Accessibility Plan 2026-2029

Based on the Equality and Accessibility Policy





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1. Introduction

This Accessibility Plan has been developed in line with the Equality Act 2010 and supports Storyybrook's Equality and Accessibility Policy. The plan reflects the school's vision of creating a safe, nurturing and inclusive environment where every pupil feels valued, respected and able to thrive.

The plan focuses on improving:

1. Access to the physical environment
2. Access to the curriculum
3. Access to information for pupils, parents, carers and stakeholders

This document should be read alongside:

- Equality and Accessibility Policy
- SEND and Inclusion Policy
- Behaviour and Relationships Policy
- Admissions Policy
- Safeguarding Policy
- Risk Assessment Policy

This plan is prepared in accordance with Schedule 10 of the Equality Act 2010.

2. School Context

Storyybrook is a trauma-informed setting supporting primary-aged pupils whose primary barrier to learning is Social, Emotional and Mental Health (SEMH). The school is committed to:

- removing barriers to learning and participation
- promoting equality of opportunity
- fostering positive relationships
- improving access for pupils with disabilities and additional needs
- ensuring all pupils can participate fully in school life

The school recognises its duty to make reasonable adjustments under the Equality Act 2010.

3. Definition of Accessibility

Under the Equality Act 2010, schools are required to plan to improve accessibility for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the curriculum
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services
- improving the availability of accessible information to disabled pupils





4. Aims of the Accessibility Plan

Storybrook aims to:

- create a fully inclusive learning environment
- ensure all pupils can access learning and enrichment opportunities
- remove physical and communication barriers
- promote independence, dignity and participation
- strengthen pupil voice and family engagement
- ensure accessibility is considered in all school development planning

5. Accessibility Audit Summary

The school will complete a full accessibility audit by Spring 2027 as identified within the Equality Objectives and Equality Action Plan. Areas reviewed will include:

Physical Environment

- Entrances and exits
- Internal classroom access
- Lighting and acoustics
- Toilet facilities
- Signage
- Sensory regulation spaces
- Outdoor learning environments
- Emergency evacuation procedures
- Accessibility of extracurricular provision

Curriculum Access

- Adaptive teaching strategies
- Access to assistive technology
- Communication supports
- Accessibility of resources
- Representation within the curriculum
- Staff training and confidence
- Inclusion within enrichment opportunities

Information Access

- Readability of written information
- Alternative formats
- Translation support
- Website accessibility
- Parent communication systems
- Visual communication supports





6. Current Good Practice

Storybrook already demonstrates strong inclusive practice through:

- trauma-informed and relational approaches
- adaptive teaching and personalised support
- nurture-based provision
- strong pastoral systems
- pupil voice opportunities
- sensory and emotional regulation support
- inclusive behaviour approaches
- regular monitoring of equality information
- targeted interventions for vulnerable pupils
- collaborative work with families and professionals

7. Accessibility Plan Action Table

Priority Area 1: Access to the Physical Environment

Action	Lead	Timeline	Success Criteria	Monitoring
Complete full accessibility audit of site and provision	Headteacher / Site Lead	Spring 2027	Audit completed and priorities identified	Audit documentation
Review accessibility of entrances, exits and internal routes	Site Lead	Spring 2027	All pupils can safely access learning spaces	Site inspections
Improve signage using visual symbols and accessible language	Site Lead / SENDCo	Summer 2027	Clear visual signage in key areas	Learning walks
Ensure sensory regulation spaces are available and appropriately equipped	SENDCo / Pastoral Lead	Ongoing	Pupils can access safe regulation spaces	Pupil voice and observations
Review lighting, noise levels and sensory environment	Site Lead / SLT	Ongoing	Reduced sensory barriers for pupils	Environmental review
Ensure evacuation procedures support pupils with additional needs	Headteacher / Site Lead	Annually	Personal evacuation plans in place where required	Risk assessments





Action	Lead	Timeline	Success Criteria	Monitoring
Improve accessibility of outdoor and extracurricular activities	SLT / Class Teachers	Ongoing	Increased participation by SEND/SEMH pupils	Participation tracking
Ensure reasonable adjustments are implemented promptly	SENDCo	Ongoing	Individual needs met effectively	Provision reviews

Priority Area 2: Access to the Curriculum

Action	Lead	Timeline	Success Criteria	Monitoring
Review curriculum for accessibility and representation	SLT	Termly	Curriculum reflects diverse needs and experiences	Planning scrutiny
Embed adaptive teaching strategies across all classrooms	SLT Teachers /	Ongoing	Pupils access learning successfully	Learning walks
Provide staff training on SEND, SEMH and inclusive practice	Headteacher / SENDCo	Annually	Increased staff confidence and consistency	Training records
Develop use of visual supports and communication aids	SENDCo	Ongoing	Improved understanding and engagement	Classroom observations
Ensure access to assistive technology where appropriate	SENDCo / IT Lead	Ongoing	Pupils can access learning independently	Provision mapping
Increase participation in extracurricular activities by 20%	SLT Teachers /	By July 2027	Increased participation rates	Participation data
Monitor progress and attainment of key groups	SLT	Termly	Gaps identified and addressed	Progress reports





Action	Lead	Timeline	Success Criteria	Monitoring
Gather pupil voice regarding accessibility and learning	SENDCo	Termly	Pupils report improved inclusion and belonging	Surveys and meetings

Priority Area 3: Access to Information

Action	Lead	Timeline	Success Criteria	Monitoring
Review accessibility of school website and digital platforms	SLT / Admin Team	Summer 2027	Website accessibility reviewed against WCAG 2.1 AA standards and Public Sector Bodies (Websites and Mobile Applications) Accessibility Regulations 2018.	Website audit
Provide information in alternative formats when required	Admin Team / SENDCo	Ongoing	Parents and pupils can access information effectively	Parent feedback
Use plain English and visual supports in communications	All Staff	Ongoing	Improved understanding by families and pupils	Communication review
Ensure translated materials are available where needed	Admin Team	Ongoing	Families can access key information	Parent feedback
Improve accessibility of policies and forms	SLT	Ongoing	Policies accessible to stakeholders	Policy review
Increase use of visuals, symbols and social stories	SENDCo / Teachers	Ongoing	Improved engagement and understanding	Learning walks





Action	Lead	Timeline	Success Criteria	Monitoring
Develop accessible pupil voice systems	SLT / SENDCo	Ongoing	Pupils can communicate views confidently	Pupil surveys

8. Monitoring and Evaluation

The Accessibility Plan will be monitored through the school's existing equality monitoring cycle.

Monitoring Schedule

Area	Frequency	Responsibility
Accessibility actions review	Termly	SLT
Pupil voice and inclusion surveys	Termly	SENDCo
Attendance and participation analysis	Half-termly	Attendance Lead
Curriculum accessibility review	Termly	SLT
Staff training review	Annually	Headteacher
Full accessibility plan review	Annually	Governors and SLT

Where barriers or inequalities are identified, the school will:

- conduct a root cause analysis
- implement targeted actions
- assign a named lead
- review impact at the next monitoring point
- report findings to governors

9. Roles and Responsibilities

Governing Body

The governing body will:

- monitor implementation of the accessibility plan
- review accessibility progress annually
- ensure statutory duties are met
- challenge and support school leaders regarding inclusion and accessibility

Headteacher

The Headteacher will:





- oversee implementation of the plan
- ensure accessibility remains a school priority
- allocate appropriate resources
- report progress to governors

Progress against the Accessibility Plan will form part of the termly Headteacher report to Governors.

SENDCo/ Deputy Headteacher

The SENDCo/ Deputy Headteacher will:

- coordinate day-to-day implementation
- monitor accessibility barriers
- support staff development
- review pupil outcomes and participation

Staff

All staff will:

- promote inclusive practice
- implement reasonable adjustments
- identify and reduce barriers to participation
- contribute to accessibility reviews and actions

10. Success Criteria

Success will be evidenced through:

- improved pupil voice outcomes relating to belonging and safety
- increased participation in enrichment opportunities
- improved access to learning for pupils with SEND and SEMH
- reduction in barriers to participation
- positive feedback from pupils and families
- improved accessibility of communication and information
- successful implementation of high-priority accessibility actions

11. Review Arrangements

This Accessibility Plan will:

- be reviewed annually
- be updated following accessibility audits
- respond to changes in pupil need or legislation
- be monitored by governors and senior leaders

The next full review date will align with the Equality and Accessibility Policy review cycle.





This Accessibility Plan has been developed in response to the Storyybrook Equality and Accessibility Policy and Equality Action Plan.

The Proprietor will have regard to the need to allocate adequate resources for the implementation of this plan.

This plan covers the three-year period 2026-2029 and will be kept under regular review and revised where necessary. A copy will be made available for inspection in accordance with Schedule 10 of the Equality Act 2010.

