



The Stonebridge
School

ACCESSIBILITY PLAN

Date: *September 2026*

Approved by:	Headteacher
Last reviewed:	September 2026
Next review due by:	September 2029

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	7
5. Links with other policies	7

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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

At The Stonebridge School, inclusion is at the heart of our approach. We believe that every child should feel that they belong, are valued and can succeed. We recognise and value difference and are ambitious for all pupils, while recognising that children have different strengths, experiences and needs. Inclusion is a whole-school responsibility, reflected in our teaching, relationships, curriculum and wider school culture. We work in partnership with pupils, parents and carers to understand individual needs and to identify and reduce barriers to participation, learning and achievement. We are committed to high expectations, equality of opportunity and ensuring that all children, including those with SEND, are fully included in school life and have the opportunity to achieve and thrive.

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 works in partnership with Brent Council and relevant local services to support the development and implementation of this accessibility plan. We have regard to Brent's SEND Local Offer and local guidance and procedures for supporting children and young people with special educational needs and disabilities (SEND).

Where appropriate, the school works with Brent's Inclusion Service and specialist SEND services, including the SEND Support Team, Educational Psychology Service, Deaf and Hearing Support Service, Vision Impairment Service and Brent Outreach Autism Team (BOAT), alongside health, social care and other relevant professionals. The school follows Brent's local approach to SEND provision, seeking specialist advice and support where required to identify and remove barriers to pupils' access, participation and inclusion.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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/carers, 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 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.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Children with SEND are supported to access mainstream provision alongside their peers. • High-quality teaching is the starting point. Teachers consider individual starting points, strengths and barriers and make appropriate adaptations while maintaining high expectations. • Additional support is planned with the child and family where needed. • The Rainbow Room provides an adapted environment for aspects of SEND provision while pupils remain part of their class and wider school community. • The curriculum is ambitious and accessible for all; assessment is used to identify barriers and inform teaching. • The school works with families and, where appropriate, Brent and other specialist professionals.	Short term: Ensure reasonable adjustments and curriculum adaptations are consistently identified, implemented and reviewed. Medium term: Strengthen staff confidence and consistency in inclusive classroom practice and accessible curriculum resources. Long term: Sustain an ambitious curriculum in which pupils with disabilities participate fully and make strong progress from their starting points.	• Review individual needs through the graduated approach and pupil progress/SEND review processes. • Record and communicate reasonable adjustments and successful strategies to relevant staff. • Continue staff development on SEND, disability, adaptive teaching and inclusive practice. • Audit curriculum resources and enrichment opportunities for accessibility and representation. • Plan reasonable adjustments for trips, clubs, PE, performances and other wider-curriculum activities. • Seek specialist advice where needs require additional expertise. • Gather pupil and parent/carer views when reviewing provision.	SENDCo; Deputy Headteacher/Curriculum Lead; class teachers; subject leaders	Reviewed termly; ongoing throughout 2026–2029	• Pupils with disabilities access the full curriculum and wider school life wherever reasonably practicable. • Reasonable adjustments are evident in day-to-day practice. • Pupil and family feedback indicates barriers are identified and addressed. • Progress and participation are monitored and inform next steps. • Staff can identify and apply appropriate inclusive strategies.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	• The school operates across several buildings of different ages, including a Victorian building, a newer building and several single-storey buildings. • The newer building and Learning Resource Centre are fully wheelchair accessible. • Access within the Victorian building is supported by a lift. Staff who require lift access are provided with their own key. • The front-office approach has two pedestrian gates which can both be opened when wider access is required. • There is one designated disabled parking space. • Stairs have handrails. • Evacuation chairs are available on site; their locations are to be confirmed and clearly recorded. • The school has several accessible toilets; current understanding is approximately one on each floor, subject to a premises audit confirming exact locations and facilities. • The most recent accessibility/site audit was undertaken in summer 2026.	Short term: Confirm and document all existing accessible facilities and emergency arrangements across the site. Medium term: Address gaps identified through the accessibility audit, with particular priority given to safe evacuation for anyone unable to use stairs. Long term: Ensure accessibility is routinely considered in premises maintenance, refurbishment, purchasing and future building works.	• Complete a premises accessibility audit confirming accessible toilet locations/facilities, evacuation-chair locations, accessible routes, entrances, gates, lift, handrails, parking and signage. • Develop and implement emergency evacuation arrangements for pupils, staff and visitors who cannot use stairs. Introduce individual PEEPs where required. • Clearly identify evacuation-chair locations and ensure an appropriate number of staff are trained to use them. • Keep the lift maintained, tested and available; provide keys/access arrangements promptly to those who require them. • Keep accessible routes clear and ensure office/site staff know how to open both front pedestrian gates when wider access is needed. • Keep the designated disabled parking space available for those who require it. • Consider accessibility before room changes, refurbishments, furniture purchases or site works. • Report progress and any unresolved physical-access risks through the school's health and safety/governance arrangements.	Headteacher; Lizzie Aigbehinmua (School Business/Premises Lead); Rionne Wright (Site Lead); SENDCo; Savannah Edwards (H&S Link Governor)	Audit/actions reviewed annually and as needs arise; ongoing 2026–2029	• A current site accessibility record identifies accessible routes, toilets, lift access, parking and evacuation equipment. • Accessible routes, lift and front-office access remain usable and safe. • Evacuation-chair locations are known and relevant staff are trained. • Appropriate emergency evacuation arrangements/PEEPs are in place for anyone unable to use stairs. • Identified physical barriers and risks are recorded, prioritised and addressed where reasonably practicable. • Accessibility is considered in premises decisions and future works.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information	• The school uses digital and face-to-face communication with pupils and parents/carers, including SchoolComms and newsletters. • The school values partnership with families and information about individual needs. • Teaching explicitly supports language, vocabulary and communication. • Key SEND and inclusion information is available through the school website. • The school does not currently have a hearing/induction loop or other assistive listening equipment; equipment would therefore need to be considered in response to an identified need and specialist advice.	Short term: Ensure staff identify and respond to individual communication and information-access needs. Medium term: Improve consistency in providing information in accessible formats when required. Long term: Maintain communication systems that enable pupils and families with disabilities or communication needs to access important school information equitably.	• Ask pupils/families about communication or accessible-format needs at admission and when needs change. • Record agreed communication adjustments so relevant staff are aware. • Provide information in alternative/adapted formats where reasonably required, such as enlarged print, simplified language, pictorial/symbol-supported information, digital copies or audio. • Use clear, accessible language and layouts in key communications. • Review signage and wayfinding as part of the annual accessibility audit. • Where a pupil, parent/carer, staff member or regular visitor has a hearing impairment, seek specialist advice and assess whether assistive listening equipment or another reasonable adjustment is required. • Seek specialist advice for Braille, vision or other communication needs rather than assuming one format meets all needs. • Review accessibility of key website information and downloadable documents periodically.	Headteacher; SENDCo; Office/Communications Lead; class teachers	Reviewed annually and whenever individual needs arise; ongoing 2026–2029	• Identified communication needs are recorded and acted upon. • Key information can be provided in an appropriate accessible format where reasonably required. • Communication barriers are addressed promptly. • Assistive technology/equipment is considered and obtained where an assessed individual need requires it. • Specialist formats/support are obtained when necessary.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Offer additional support to meet the needs of young carers and their families	• The school recognises young carers as a potentially vulnerable group and monitors vulnerable pupils. • The school works in partnership with families and aims to reduce barriers affecting pupils' participation, wellbeing and learning. • Safeguarding and pastoral staff can coordinate additional support and external referrals where appropriate.	Short term: Ensure staff understand how caring responsibilities may affect attendance, punctuality, wellbeing, homework and participation. Medium term: Strengthen identification, signposting and individual support for young carers and their families. Long term: Ensure young carers can participate fully in school life and are not disadvantaged because of caring responsibilities.	• Maintain confidential identification and oversight of known young carers through safeguarding/pastoral arrangements. • Ensure staff know how to raise concerns where a pupil may have significant caring responsibilities. • Agree proportionate individual support with the pupil and family. • Make reasonable arrangements for communication with parents/carers who have disabilities or illness, including alternative meeting/communication arrangements where needed. • Signpost families to relevant local support and involve external services where appropriate. • Review support when family circumstances change.	Designated Safeguarding Lead; Headteacher; SENDCo; relevant pastoral/class staff	Review at least termly for identified pupils and whenever circumstances change; ongoing 2026–2029	• Young carers known to the school have appropriate individual support. • Caring responsibilities do not unnecessarily prevent participation in learning or wider school life. • Attendance, wellbeing and engagement concerns are identified and responded to. • Families know who to contact and are signposted to support where appropriate. • Support is reviewed as circumstances change.

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 Headteacher.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy