

Unstone Schools Federation



Accessibility Plan 2026-2029

Version	Date	Narrative	Review Date
0.1	September 2025		September 2026
0.2	February 2026	Updated following adaptive teaching CPD	September 2026
0.3	September 2026		September 2027

Unstone Schools Federation

Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act of 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over the three year prescribed period.

Aims

The purpose of the plan is to:

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

Both our schools in the Federation aim to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- Unstone St Mary's Nursery & Infant School and Unstone Junior School are both inclusive schools which pride themselves on their supportive, integrated environment which aims to maximise the self-esteem of all its pupils and enable them to reach their full potential.
- We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- We are committed to challenging negative attitudes about disability and to developing a culture of awareness and inclusion.
- We are committed to ensuring the accessibility of all types of provision to all stakeholders within the school community. The plan will be made available online on the school website, and paper copies are available upon request.
- We are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Unstone Schools Federation supports any available partnerships to develop and implement the plan.

Derbyshire Local Authority have the responsibility for preparing a written accessibility strategy, which must be implemented over a prescribed period of time, kept under review and be revised if necessary, to achieve three broad aims. School Governors have the responsibility have the

responsibility for preparing a written accessibility plan, which must be resourced, implemented over a prescribed period of time, kept under review and be revised if necessary, to achieve the three broad aims.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Increase access to the curriculum for pupils with a disability				
Action	Person Responsible	Resources & Cost	Monitored	Timescale
To use IT to enable all pupils to fully access the curriculum	RF	£500	Learning walks Pupil progress meetings Pupil voice	Ongoing
Audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	RF TS	Supply cover plus Training costs	Learning walks, pupil progress meetings, case study meetings, Support and Review meetings	Termly
Improve the delivery of information to pupils with a disability. Use a range of communication methods to ensure information is accessible. Including individualised plans for identified children, home school communication books	RF TS	£100	pupil progress meetings, case study meetings, Support and Review meetings	Termly
Staff training in specialist areas of need where necessary, e.g. EAL, Trauma, Using Technology to address barriers to learning.	RF TS	Supply cover plus Training costs	Learning walks, pupil progress meetings, staff feedback, support and review meetings.	Termly

Improve and maintain access to the physical environment				
Action	Person Responsible	Resources & Cost	Monitored	Timescale
School will meet with parents, providers and other specialist outside agencies, as part of the transition process for a child starting school with identified SEND.	RF TS	Supply cover Resources needed	Learning walks, discussion with parents, Support and Review meetings, pupil interviews	Termly
Ensure that identified SEND pupils have personal Egress plan in place for emergency procedures, risk assessments and activities outside of school, e.g. school trips, where necessary.	RF, TS and Governors	N/A	PEG document, Risk assessment, Support and Review meetings,	Termly

Improve the delivery of information to pupils with a disability				
Action	Person Responsible	Resources & Cost	Monitored	Timescale
That any printed text provided to pupils and parents with a specific visual need / language need are appropriate by seeking advice on text sizing / colour overlays/ coloured paper.	Office staff, Teachers, RF and SLT	£500	Lesson observations, work scrutiny, pupil progress meetings,	When required
Ensure that the school website is updated with all relevant information and policies for parents.	RF	N/A	Website scrutiny by HT and Governing Body.	Termly