St Stephen's C.E Primary School



Accessibility Plan

Approved by: FGB	**Date:** September 2026
Next review due by: September 2027	**Plan Period:** 2026–2029

ACCESSIBILTY POLICY

This Plan relates to the aims and values of the school which are embedded in the strong Christian ethos of St. Stephen's

1. Purpose of the Accessibility Plan

The purpose of this Accessibility Plan is to set out how St Stephen's School intends to improve accessibility over the period 2026–2029 for disabled pupils and, where appropriate, disabled parents/carers, staff and visitors.

The plan aims to ensure that disabled pupils are able to participate as fully as possible in the school's curriculum and wider school life, have appropriate access to the school's buildings and facilities, and can receive information in an accessible format.

The school recognises that accessibility is an ongoing process. The plan will therefore be reviewed annually and amended where necessary in response to the changing needs of pupils, developments within the school, feedback from pupils and parents/carers, and changes to the physical environment.

2. Legal Framework

This Accessibility Plan has been prepared with regard to the Equality Act 2010, particularly Schedule 10, which requires schools to prepare and implement an accessibility plan.

The Accessibility Plan is intended to:

1. increase the extent to which disabled pupils can participate in the school's curriculum;
2. improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and the benefits, facilities and services provided by the school; and
3. improve the delivery of information to disabled pupils in an accessible format and within a reasonable time, taking account of their disability and any preferences expressed by the pupil or their parent/carer.

The responsible body will keep the plan under review and revise it where necessary and will have regard to the need to allocate adequate resources for its implementation.

The school also recognises its wider duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled pupils.

The Accessibility Plan forms part of the school's wider approach to equality, inclusion, SEND provision, safeguarding, health and safety and school improvement.

3. Definition of Disability

For the purposes of the Equality Act 2010, a person is disabled 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.

The school recognises that disability can include physical, sensory, communication, cognitive and other impairments and that the needs of individual pupils may vary.

The school will therefore consider the individual needs of pupils rather than relying solely on a diagnosis or category of need.

4. School Context

St Stephen's School is situated in a Victorian building over three floors. There is also a single-storey nursery building.

The school has disabled toilet facilities. Wheelchair access is currently available on the ground floor. The other floors of the main school building are not accessible to wheelchair users.

The majority of the school's outdoor areas are accessible to wheelchair users.

The school recognises that the accessibility of the upper floors of the main building is a significant consideration. Due to the nature and structure of the Victorian building, structural alteration to provide wheelchair access to the upper floors is not considered feasible.

The school will therefore focus on appropriate reasonable adjustments and alternative arrangements to ensure that disabled pupils are able to participate in education and school life wherever reasonably possible.

5. Aims of the Accessibility Plan

St Stephen's School aims to:

- provide an inclusive education for all pupils;
- identify and reduce barriers to learning and participation;
- ensure disabled pupils have appropriate access to the curriculum;
- improve the accessibility of the physical environment wherever reasonably possible;

- provide information in accessible formats according to individual need;
- make reasonable adjustments where required;
- provide appropriate equipment and support to enable participation;
- ensure disabled pupils can participate in clubs, educational visits, residential visits and wider school activities wherever reasonably possible;
- provide appropriate arrangements where parts of the school building are not physically accessible;
- improve staff understanding and confidence in supporting disabled pupils;
- consult with disabled pupils and their parents/carers about accessibility needs;
- monitor the effectiveness of accessibility arrangements; and
- ensure governors receive regular information about progress against this plan.

6. Accessibility Priorities 2026–2029

A. Leadership, Monitoring and Staff Development

Target	Actions / Strategies	Responsibility	Success Criteria	Timescale
Ensure accessibility remains a strategic priority for the school.	Accessibility Plan to be reviewed annually by the Children and Families Committee and Full Governing Body. Progress against targets to be reported.	Headteacher / Governors / SENDCo	Annual review completed and progress recorded in governing body documentation.	Annually
Improve staff awareness of disability and accessibility.	Review staff training needs. Provide appropriate training on disability, accessibility, reasonable adjustments and inclusive practice. Include relevant information in induction for new staff.	Headteacher / SENDCo	Staff demonstrate increased awareness of barriers faced by disabled pupils and know how to access support and guidance.	Annually
Ensure staff are able to meet the individual needs of disabled pupils.	Provide staff training and advice based on identified pupil needs, including use of specialist equipment and accessibility strategies.	SENDCo / Inclusion Manager	Staff implement agreed strategies and reasonable adjustments consistently.	Ongoing
Ensure disabled pupils have opportunities to contribute to	Obtain pupil voice through SEND reviews, individual discussions, questionnaires, school	SENDCo / Class Teachers	Accessibility barriers identified by pupils are considered in reviews and planning.	Annually / as required

Target	Actions / Strategies	Responsibility	Success Criteria	Timescale
decisions about accessibility.	council or other appropriate methods.			

7. Improving Access to the Curriculum

Target	Actions / Strategies	Responsibility	Success Criteria	Timescale
Ensure disabled pupils can access teaching and learning.	Identify barriers to participation through assessment, SEND reviews and consultation with pupils and parents/carers. Implement appropriate reasonable adjustments.	SENDCo / Class Teachers	Individual barriers are identified and appropriate adjustments are implemented and reviewed.	Ongoing
Provide specialist equipment where required.	Assess individual needs and provide appropriate equipment, for example pencil grips, writing slopes, headphones, adapted resources and assistive technology where appropriate.	SENDCo / Headteacher	Pupils have access to equipment required to participate in learning.	Ongoing
Improve staff confidence in adapting teaching.	Provide advice and training on differentiation, accessible resources, sensory needs, communication and other appropriate strategies.	SENDCo / Inclusion Manager	Teaching staff demonstrate appropriate adaptations to teaching and learning.	Annually
Ensure disabled pupils can participate in the wider curriculum.	Consider accessibility when planning PE, music, art, assemblies, clubs and other activities. Make reasonable adjustments where required.	Class Teachers / Subject Leads / SENDCo	Disabled pupils participate in curriculum activities wherever reasonably possible.	Ongoing
Ensure educational visits are accessible.	Consider accessibility at the planning stage. Risk assess activities and venues, identify barriers and agree	Visit Leader / SENDCo / Headteacher	Educational visits include appropriate accessibility arrangements and disabled pupils are able	Each visit

Target	Actions / Strategies	Responsibility	Success Criteria	Timescale
	appropriate support and adjustments in advance.		to participate wherever reasonably possible.	
Ensure assessment arrangements take account of individual needs.	Identify and implement appropriate access arrangements and reasonable adjustments where required.	SENDCo / Assessment Lead	Pupils are able to demonstrate their learning without unnecessary disability-related barriers.	Ongoing

8. Improving Access to the Physical Environment

Target	Actions / Strategies	Responsibility	Success Criteria	Timescale
Maintain accessible outdoor areas.	Regularly inspect playgrounds, paths and outdoor areas. Maintain surfaces, painted steps, signage and other accessibility features.	Premises Officer	Outdoor areas remain safe and accessible for disabled pupils and visitors.	Ongoing
Maintain accessible toilet facilities.	Regularly inspect facilities and ensure they remain available, safe and appropriately maintained.	Premises Officer	Accessible toilet facilities are maintained and available when required.	Ongoing
Improve accessibility of signage and wayfinding.	Review signage, visibility, contrast and positioning. Consider additional signage where required by individual needs.	Premises Officer / SENDCo	Signage supports safe and independent movement around the school.	2026–2029
Review accessibility of the main school building.	Undertake an accessibility audit covering entrances, corridors, doors, stairs, classrooms, toilets, communal areas, evacuation routes and outdoor areas.	Headteacher / Premises Officer / SENDCo	Accessibility audit completed and priorities identified for action.	2026–27
Ensure appropriate arrangements are in place for pupils who	As the upper floors of the main Victorian building are not wheelchair accessible and structural alteration is not considered feasible, the school	Headteacher / SENDCo / Premises Officer	Disabled pupils are not placed at a substantial disadvantage because of the physical	Ongoing

Target	Actions / Strategies	Responsibility	Success Criteria	Timescale
cannot access upper floors.	will consider the individual needs of pupils and make appropriate arrangements wherever reasonably possible. This may include locating teaching and activities in accessible areas, adapting timetables or providing alternative arrangements to enable participation.		limitations of the building. Appropriate arrangements are identified and reviewed for individual pupils as required.	
Ensure emergency evacuation arrangements take account of disabled pupils and visitors.	Review individual emergency evacuation arrangements where required and ensure relevant staff understand their responsibilities.	Headteacher / Premises Officer / SENDCo	Appropriate evacuation arrangements are in place and reviewed for individuals who require them.	Ongoing
Consider accessibility when purchasing equipment or making changes to premises.	Include accessibility considerations in premises planning, refurbishment and procurement decisions.	Headteacher / Premises Officer / Governors	Accessibility is considered and documented when relevant projects are planned.	Ongoing

Physical Accessibility Statement

St Stephen's School is situated in a Victorian building over three floors. Wheelchair access is currently available on the ground floor, while the upper floors are not accessible to wheelchair users.

Due to the nature and structure of the building, structural alteration to provide wheelchair access to the upper floors is not considered feasible.

The school will nevertheless take reasonable steps to ensure that disabled pupils are able to access education and participate in school life.

Where a pupil is unable to access an area of the building, the school will consider the pupil's individual needs and make appropriate arrangements. These may include:

- relocating lessons or activities to an accessible area;
- adapting timetables where appropriate;
- providing alternative arrangements;
- providing appropriate adult support where required;

- making reasonable adjustments to activities; and
- considering other appropriate measures based on the individual pupil's needs.

These arrangements will be reviewed whenever a pupil's needs or circumstances change.

9. Improving the Delivery of Accessible Information

Target	Actions / Strategies	Responsibility	Success Criteria	Timescale
Ensure school information is available in an accessible format.	Provide information in alternative formats where required, taking account of the individual's disability and preferred format.	Headteacher / Office Staff / SENDCo	Disabled pupils and parents/carers can access important school information in an appropriate format.	Ongoing
Improve accessibility of electronic information.	Where practicable, ensure electronic documents and communications use accessible formatting, clear structure, readable fonts and appropriate accessibility features.	Office Staff / Teaching Staff	Key electronic information is provided in an accessible format.	2026–2029
Respond to individual communication needs.	Identify preferred formats and communication requirements through discussion with pupils and parents/carers.	SENDCo / Office Staff	Individual communication preferences are recorded and acted upon.	Ongoing
Provide large-print or other alternative formats where required.	Provide large-print documents and other appropriate formats according to individual need.	Office Staff / SENDCo	Information is provided within a reasonable time and in an appropriate format.	Ongoing
Ensure disabled parents/carers can participate in school communication and meetings.	Where required, offer accessible meeting arrangements, including remote meetings, telephone communication or alternative written communication.	Headteacher / Office Staff	Parents/carers can receive information and participate in meetings using an appropriate method.	As required

10. Reasonable Adjustments

The school recognises that this Accessibility Plan does not replace the school's duty to consider and make reasonable adjustments for individual disabled pupils.

Reasonable adjustments will be considered on an individual basis and may include, depending on need:

- changes to classroom arrangements;
- adapted equipment;
- additional adult support where appropriate;
- alternative methods of recording work;
- adapted teaching materials;
- changes to seating;
- sensory adjustments;
- changes to timetabling or routines where appropriate;
- additional time or appropriate access arrangements;
- adjustments to school activities and visits;
- accessible communication;
- changes to the location of activities;
- alternative arrangements where physical access is not currently possible.

The effectiveness of adjustments will be reviewed regularly with the pupil, parents/carers and relevant staff.

11. Consultation and Pupil Voice

The school will seek, where appropriate, the views of:

- disabled pupils;
- parents and carers;
- staff;
- governors; and
- relevant professionals.

Pupil voice will be used to identify barriers to participation and inform future accessibility priorities.

Parents/carers will be given appropriate opportunities to identify accessibility requirements and request reasonable adjustments.

Information gathered through consultation will inform the annual review

Date of Plan: September 2026

Plan Period: 2026–2029

Review Date: September 2027

Approved by: Governing Body

Responsible Staff: Headteacher / SENDCo / Inclusion Manager / Premises Officer

Governor Oversight: Children and Families Committee / Full Governing Body