



St Stephen's C.E. V.C. Primary School

Accessibility Plan

Date of plan: January 2022

Signed by:

H Wright

Headteacher

Date: February 23

J Ward

Chair of governors

Date: February 23

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Aims of the Accessibility Plan

This plan outlines how St Stephen's C.E. V.C primary school aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

All areas of school can be accessed by those with physical disabilities except for the upstairs classroom in the New Block. For children with physical disabilities of a temporary or long term nature, we would have to plan for children to be educated in a downstairs classroom, making families aware that this accommodation has to be made.

The Accessibility Audit

The governing board will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible to all pupils with disabilities	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 2022	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2022
	Staff members develop greater expertise to support a highly complicated autistic pupil who does not have full access to the curriculum due to challenging behaviour	INSET provided to staff members by specialist teacher from Hillside special school Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Spring 2022	Staff members have the skills to support pupils with SEND	Summer 22
Medium term	Parents of children with autism (or traits) are involved in the planning process of school trips where changes to	Needs of pupils with SEND are incorporated into the planning	Teachers, SENCO	Spring 2023	Planning of school trips takes into account pupils with SEND and particularly autism.	Summer 2023

	routines/environment can impact upon the children' abilities to cope.	process and risk assessment				
Long term	Pupils with SEND have greater access to the curriculum	Provide tablets and other adjustments for pupils with SEND (i.e. Seesaw and immersive reader in office applications)	Headteacher, ICT manager, SENCO	Autumn 2022 - 23	Pupils with SEND can access lessons	Spring 2024

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Children/adults with hearing difficulties cannot hear the fire alarm	Address alarm system with new sensors and which give visual signal of fire alarm.	Building surveyors	Summer 2022	School uses DFC funding to renew the fire alarm system and with visual alarm feature for those with hearing disabilities.	Autumn 22

	Children/adults with physical difficulties cannot access the building at the main entrance	Provide a bell to the external door and with signage to alert office staff to assist.	Building surveyors	Summer 2022	School uses budget funding to provide an outdoor bell with camera facility.	Autumn 22
Medium term	Signage around school to be increased for pupils/adults with visual difficulties	Review of signage and floor markings (markings to stairs new block and to flooring LKS2)	SBM/site supervisor	Summer 2023	Floor markings and signage is improved for those with visual impairments	Autumn 2024
	Children/adults with physical disabilities cannot access the environmental area	Construction work to build a pathway from the school playground	SBM/building contractors	Summer 2023	Environmental area is accessible	Autumn 2024
Long term	Children with physical disabilities cannot access an accessible toilet facility in the new block building.	Construction work undertaken	SBM/building contractors	Summer 2024	School buildings are fully accessible	Autumn 2025
	Toilets are not accessible to children/adults with a disability in the nursery	Disabled toilet installed	SBM/building contractors	Summer 2024	Access to toilets is increased	Autumn 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not to school users	Audit of information and delivery procedures	SENCO, ICT manager	Spring 2022	School is aware of accessibility gaps to its information delivery procedures	Summer 2023
	School does not know how to make written information accessible	Schools seeks advice from external advisors (website provider consulted)	SENCO	Summer 2022	School is aware of local services for converting written information into alternative formats	Autumn 2022 website text can be adapted
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats	SENCO, ICT manager	Spring 2023	Written information is fully accessible to children with visual impairments	Summer 2023 Visualizer bought which enlarges text
Long term	School website is less accessible to children with SEND	Audit of website with specialist teacher input	ICT manager	Summer 2023	Website is fully accessible	Autumn 2023

