St Stephen's CofE

First School

Accessibility Plan

2026-2029

Last updated: Autumn 2026

Ratified by: V E Jackman **29.09.26**

Next Review: September 2029

Contents:

Aims of the Accessibility Plan

1. The accessibility audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

Aims of the Accessibility Plan

This plan outlines how St Stephen's CofE First 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, CRST 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 Principal and other relevant members of staff.
- Governors.
- External partners.

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

The accessibility audit.

1.1. The governing board will undertake a regular Accessibility Audit.

1.2. 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.

1.3. 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

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

1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. 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
Staff are unaware of how to support different medical needs	Staff to be trained to meet individual medical needs of pupils where applicable	SENDCO Teachers	As required	Pupil needs reviewed and being addressed.	As required
Pupils with SEND need a voice	Ensure pupils with SEND are on school council	Principal SENDCO	Ongoing	Voice of pupils with SEND will be heard	Ongoing

Planning duty 2: Physical environment

Issue	What	Who	When	Outcome	Review
Management does not know if the school's physical environment is accessible	Audit of physical environment	SENDCO	As required	School is aware of accessibility barriers to its physical environment and will make a plan to address them	As required

Toilets are not accessible to pupils/adults in wheelchairs	Accessibility review and construction work undertaken	Principal Building surveyors	As required	Access to toilets is increased	As required
Children with physical disabilities cannot fully access school buildings	Construction work undertaken	Principal Building surveyors	As required	School buildings are fully accessible	As required

Planning duty 3: Information

Issue	What	Who	When	Outcome	Review
Written information is not accessible to pupils with visual impairments	Audit need for alternative formats. Provide written information in alternative formats Consider choice in backgrounds and fonts Large print Makaton sign language Simplified language Audio tape Video Symbol system Braille	SENCO Teachers	As required	Written information is fully accessible to children with visual impairments	As required