St Stephen's Ce Primary School

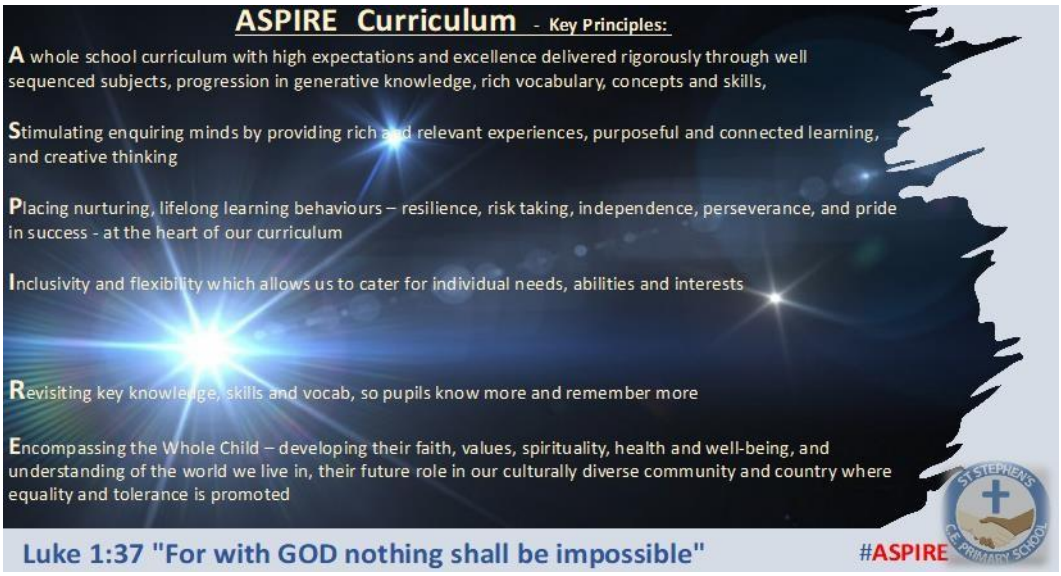
Accessibility Plan-Sept 2025

Last Review Date: September 2025
Next Review Date: September 2026

At St Stephen's CE Primary School, our Christian values run through our school like a golden thread and enable our children to flourish and ASPIRE in life. Our Christian vision:

for with God, nothing is impossible Luke 1 : 37, helps support and guide our whole school community in striving to beat our previous best endeavours.
Throughout the year, we re-focus on a Christian Value in order to keep God in the centre of our lives. By linking these to key events within the Christian calendar our children will all take turns in leading key collective worships for our whole school community at St Stephen's Church, once a year.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Thankfulness	Respect	Hope	Forgiveness	Love	Trust



The key principles of our ASPIRE vision support our decision-making process at St Stephen's CE Primary School for the curriculum. With these principles in place, our children are able to know more and remember more across development of our broad and balanced curriculum.

This has been prepared to comply with the Equality Act (Schedule 10 para 3).

There's no set format, but it must show your intent to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils as explained in the DfE's advice for schools on the Equality Act (page 29).

Our plan must be reviewed at least **every 3 years**. This is set out in the DfE's guidance on statutory policies and documents for schools.

Area	Provision in place	Need
Doors and door controls	The front doors and doors to the office is fully compliant for disabled access and has a ramp for wheel chair	
Signage	The school office is directly to the side of the entrance	
Finishes and decorations	The main hall floor is finished with a nonglare finish.	
Steps	All steps have handrails.	Ensure step edges are maintained.
Disabled toilets	Disabled toilets are available in all buildings.	
Communications, alarms and security systems	Alarms installed in disabled toilets.	
Ramps, lifts and ramp systems	The main entrance is approached by ramp, lifting chair is available for movement around the building as some part are particularly old. Staff are trained to use this.	
Handrails and hardware	All handrails are warm touch.	Consider if all hand rails need dual height.

Lighting and acoustics	Emergency lighting in place.	
Furniture and equipment	Suitable furniture provided for individual children e.g. chair with arms for movement, raised desks/ book ramps, screens for work stations.	
Emergency access routes	Emergency evacuation procedures for fire include reference to evacuation of children with 1:1 support.	Ensure personal evacuation plans are updated as necessary. (UKS2)
Toileting and changing facilities	Four toilets for disabled users are available.	

Curriculum Access

Area	Provision in place	Need
Information for teachers on differentiating the curriculum	Planning meetings Pupil Progress meetings Provision maps SEND support Staff training and national documentation. Inclusion team 'champion The needs of our most vulnerable children.	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Staff visits prior to events if needed, Visual timetables for trips, Risk assessments - EVOLVE Extra adults	Track the uptake of clubs for Inclusion children to ensure equal access to all school activities

Classrooms are optimally organised to promote the participation and independence of all pupils	Classes are organised to be enabling for all pupils to access resources and activities independently or with 1:1 support as necessary.	Regular audit of resources and accessibility by all staff
Training for Awareness Raising of Disability Issues	Regular staff training to ensure all staff have necessary resources and knowledge to support pupils e.g. Autism and ADHD or support when needed from SENDCO and SLT	SLT to review needs of pupils and staff needs. New staff to have induction. Ongoing.
Ensuring children with SEN and/or disabilities have equal access to the curriculum and make good progress	Pupil progress meetings and class provision maps. Data analysis Strategies to ensure all pupils make good progress from their starting points. Support from SLT in planning, teaching and learning	Continue to measure and monitor impact of the curriculum for all groups of pupils.

Written Information

Area	Provision in place	Need
Newsletters and website information	Newsletters are emailed to all families and are published on the school website.	Update website is fully accessible and enables a translation feature
Signage	The school offices is signposted from the pathway.	Ensure signs are clear of dirt and clearly visible. Ongoing.
Policies	Behaviour Policy Anti-Bullying Policy Teaching and Learning Policy	Review and update as necessary. Ongoing.