

ST STEPHEN'S JUNIOR SCHOOL

ACCESSIBILITY PLAN 2023 - 2026

Reviewed: JUNE 2025

SEPTEMBER 2026

The purpose of this plan is to show how we intend, as a school, to increase the accessibility of our school for disabled pupils.

In compliance with the Equality Act 2010 we are committed to do this in 3 key ways:

- By increasing the extent to which disabled pupils can participate in the school curriculum
- By improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- By improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Aim – Increase access to the curriculum for pupils with a disability				
Current good practice: • Differentiated curriculum embedded across all year groups • Physical resources in place to support individual pupils access – writing slopes, overlays, IT resources • Monitoring and evaluation termly for all pupils • Interventions cover all 4 SEN areas of need • Close liaison with outside professionals for guidance and support • Ongoing internal and external CPD for teachers and TAs				
Objectives	Actions to be taken	Person responsibility	Timeframe	Impact
To ensure all teaching staff and TAs feel confident and knowledgeable about the different disabilities reflected within the school	Regular staff audit of teaching staff/teaching assistant knowledge and skills. Ongoing performance review meetings with TAs. CPD	SENCOs	Ongoing as part of performance review and CPD	All teaching staff and TAs are more able to meet the requirements of the needs of pupils with disabilities.

	programme implemented in relation to identified need and to strengthen practice			
To ensure the exact needs of all children with a disability are assessed and provided for – inc resources and interventions	Transition meetings with Infant school SENCO Meetings with parents to clarify needs and provision Meetings with external professionals involved with the child SENCOs to maintain bank of useful resources – ear defenders, wobble cushions, overlays, writing adaptations... From September 2025: Meadow provision – Stepping Stones Curriculum to match the needs of the children in the provision Assessment tools used to identify needs: sensory checklists, Speech link, From September 2026:	SEN COs	Ongoing	All children within the school community are able to access the curriculum to the best of their abilities. All children with disabilities are supplied with the resources they need in order to access all areas of the curriculum fully

	Talamo dyslexia screener Language Link			
To ensure all pupils with a disability have a voice within school in relation to provision and the curriculum	Regular pupil voice opportunities – representation on school council Involvement with parental meetings EHCP children – views sought and attendance at annual review meetings where appropriate Sep 2026: Insight provision plans to include Pupil voice	SENCOs SLT	Ongoing	Children with a range of disabilities are having the opportunity to discuss their views regarding the provision and curriculum available in the school

Aim – Improve and maintain access to the physical environment				
Current good practice: • Disabled parking bays • Disabled toilets • Individual PEEP plans created where needed • Toilet and sink adaptations in Year 3 toilets • Some facilities installed to support HI children – flashing beacons in Year 3 toilets, adjustable door closers, • Flat entry to reception • Lighting improvements • Noisy fan heaters replaced in classrooms • Ramp access to ASC/playgrounds				
Objectives	Actions to be taken	Person responsibility	Timeframe	Impact
To ensure the school makes physical accommodations to the school environment where necessary for new admissions	Liason with Infant SENCO and external professionals Meetings between SENCOs and parents/carers	SENCOs	Ongoing	New disabled pupils are able to easily access all areas of the physical school environment.
To increase the use of Widgit visuals throughout the school – inc widgit symbols in signage	Increase Widgit visual symbols into school signage to aid disabled pupils and EAL children	SENCOs	By Jan 2027	Children feel more confident navigating the school environment
Classrooms are meeting the needs of all pupils within them	SENCO audit walks of specific areas with link SALT therapist, HI link teacher and OT/PTs linked to individual pupils	SENCOs	Ongoing Sept 2026: HI teacher visits	All pupils are being taught in environments which meet their individual needs

Aim – Improve the delivery of written information to pupils and the school community				
Current good practice: • Visual timetables in all classes • Use of widget in all classes – support sheets for all curriculum lessons • Use of The Writing Pallete in literacy – visual • Dyslexia font and adpatations in place in all classes				
Objectives	Actions to be taken	Person responsibility	Timeframe	Impact
Classrooms are well resourced to support the needs of all children within them	Ongoing learning walks to assess all classrooms – focus on use of whiteboard and support sheets for individual learners – can all pupils access the learning?	SENCOs	Ongoing	All pupils are able to access the curriculum due to adaptations in presentation and delivery
Classrooms are ‘dyslexia friendly’	Sept 2026: Dyslexia friendly classroom training delivered by SENCO Dyslexia friendly classroom checklists completed by teachers Increased assessment using Talamo	SENCOs	Ongoing	All dyslexic pupils are well supported within the classroom and through intervention where required
All members of the school community are able to access school communications and documentation	Translate button on school website Interpreters for meetings	SENCOs Office staff Headteachers	Ongoing	All members of the school community feel fully informed and are able to contribute to support their child’s learning

	Communications translated where needed Paper copies of all communications as needed Family liaison team to support parents who are illiterate			
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