

ST STEPHEN'S JUNIOR SCHOOL

ACCESSIBILITY PLAN 2023 - 2026

Reviewed: JUNE 2025

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	Current good practice	Objectives (short, medium and long)	Actions to be taken	Person responsible	Date of completion	Success Criteria
Increase access to the curriculum for pupils with a disability	Differentiated curriculum across all year groups – some in sets	To ensure all teaching staff and TAs feel confident and knowledgeable about the different disabilities reflected within the school	Staff audit of teaching staff/teaching assistant knowledge and skills to be completed – basis for future training needs	SEN team	Audit carried out as part of mainstream core standards training - 2023. Revisited every 2-3 years from then	All teaching staff and TAs are using more effective strategies to increase access to the curriculum for all pupils with a disability
	Physical resources available to support learning – writing slopes, IT resources, coloured filters Curriculum progress is tracked for all pupils, including those with a disability	To ensure the exact needs of all children with a disability are assessed and provided for – inc	SEN team to develop and introduce sensory checklist to assess	SEN team	STLS Sensory checklist used for assessment	Children with sensory needs are able to access the curriculum fully with concessions in place where necessary

	Targets are set effectively and are appropriate for pupils with additional needs.	resources and interventions	individual child needs			
	Interventions run to cover all 4 SEN areas of need		Audit of resources available for children with a disability – resources for ADHD/ASD/Clever Hands etc	SEN team	Ongoing audit and ordering process.	All children with disabilities are supplied with the resources they need in order to access all areas of the curriculum fully
	Advice sought from outside agencies – CAT team, OT, SALT and at LIFT through HNF - STLS support with resources and advice		Smooth transition of pupils with disabilities – from Infants and to Secondary school	SEN team	Start and end of each school year	
			SEN team to continue to research interventions that can be introduced to support children with disabilities	SEN team	Ongoing	
		To ensure all pupils with a disability have a voice within school in relation to provision and the curriculum	Improve pupil voice for SEN children – school council	School council	New school council every year. Ongoing	Children with a range of disabilities are having the opportunity to discuss their views regarding the provision and curriculum available in the school

	Sept 2025: The Meadow to be opened to support children with high levels of SEMH needs and children working at EYFS/Year 1 levels		Nurture room to be resourced. SEMH curriculum planned and delivered from Sept 2025 – based on Boxall principles Curriculum space set up and resourced. New curriculum planned and delivered from Sept 2025	2 x Nurture practitioners SENCO and Headteacher 2 x TAs SENCO and Headteacher	Ongoing from Sept 2025	Pupils with the highest level of SEMH need are supported within the setting with the ultimate aim of being able to re-engage with their learning Pupils with the highest level of cognition and learning need are able to access the adapted curriculum positively and make progress at their own level
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> - 2 disabled parking bays maintained - Disabled toilets - Individual PEEP plans created when necessary - Improved handrails - new carpet with contrasting patterns - toilet and sink adaptations in place in year 3 toilets - some facilities installed to support HI children – flashing beacons in Y3 toilets, adjustable door closers 	<p>To ensure the school makes physical accommodations to the school environment where necessary for new admissions</p> <p>To create and maintain PEEP plans for required pupils on an annual basis</p>	<p>SENCO to liaise closely with Infant SENCO or those from other schools to ensure physical adaptations can be made prior to pupils arriving</p> <p>SENCO and Health and Safety lead (SH) to liaise at start of each academic year to</p>	<p>SENCO</p> <p>SENCO and SH</p>	<p>Ongoing</p> <p>PEEPS renewed at start of each academic year</p>	<p>New disabled pupils are able to easily access all areas of the physical school environment</p> <p>All disabled pupils within the school are able to be quickly and safely evacuated if there is a fire. All relevant staff are aware</p>

	<ul style="list-style-type: none"> - ramp access to ASC/playgrounds - flat entry to reception - lighting improved in most areas of the school - noisy fan heaters replaced in classrooms 	<p>To ensure the school environment inc classrooms, dining hall and outside spaces are SEN friendly environments</p> <p>To upgrade the fire alarm system to include features to aid children with disabilities</p>	<p>create necessary PEEPS</p> <p>Audit of school environment using SEN friendly/sensory/ADHD... check lists</p> <p>Fire alarm system bid</p>	<p>SEN team</p> <p>Site Manager</p>	<p>Teachers have audited their own classrooms in terms of mainstream core standards and nurture principles – 2023/24</p> <p>SENCOs to continue to assess areas as part of ongoing monitoring</p>	<p>of PEEPS and are able to action them.</p> <p>The school environment allows for all children with disabilities to feel safe and able to learn to the best of their ability</p> <p>The fire alarm system is updated to include more features to support children with a range of disabilities – beacons, sounds etc.</p>
Improve the delivery of written information to pupils	<ul style="list-style-type: none"> - Whiteboard visual timetables in all classes - Individual visual timetables used - active listening visuals - visual resources provided by STLS - communicate in print/widgit purchased and 	To increase the use of Widgit visuals throughout the school – inc widgit support sheets for individual children	Widgit signs and symbols to be used in all classrooms so that the children become more familiar with the package. Build resource bank using Widgit. TAs using Widgit regularly to support pupils	SEN team	Ongoing. Widgit being used across the school. EAL widgit package bought March 2024	Some of our disabled learners will really benefit from having consistent visual support to help them access the curriculum

	passwords for all year groups - growing file of social stories written	Continue to improve signage around the school for our disabled pupils and visitors	Introduce Widgit visual symbols into school signage to aid disabled pupils and EAL children	SENCO and Site Manager	Ongoing	Our disabled pupils, staff and visitors will feel more included in the school environment and will be able to navigate around the school more easily
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