

# St Stephen's Primary School



## Accessibility plan

**Adopted by the Governing body:** July 2025

**Policy Review Date:** July 2028

**Chair of the Governing Body:** *J. Pollard*

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At St Stephen's Primary School, we aim to provide equality of opportunity for all people, whatever their age, ability, gender, sexual orientation, race or background. We want all our children and adults to achieve their full potential during their time with us. As such, we work to ensure that our expectations, attitudes, and practices do not prevent any child or adult from reaching their potential. This Accessibility Plan focuses in particular on the area of disability. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Wigan LEA's own accessibility strategy is available here..

<https://www.wigan.gov.uk/Docs/PDF/Resident/Education/Special-Educational-Needs/Accessibility-Strategy.pdf>

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for all pupils</p>	<p>Our school offers an adaptive curriculum for all pupils, which is bespoke where necessary.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities, hidden and visible.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure that we provide a curriculum that meets the individual needs of all pupils; working closely with external agencies.</p> <p>To recognise differences within our school community with positivity and understanding</p> <p>To ensure resources are readily available as required</p> <p>To provide training for staff as necessary</p>	<p>Termly pupil progress meetings to monitor progress and attainment, and identify next steps</p> <p>Liaison between SLT / governors / external agencies to ensure support is bespoke to the children in our school</p> <p>Use of assemblies / focused weeks to promote and educate about differences within our community.</p> <p>Drawing up of case studies representing a broad spectrum of need and diversity.</p>	<p>Assistant Heads SLT</p> <p>Assistant Heads</p> <p>Headteacher</p> <p>SENCO</p>	<p>July 2028</p>	<p>We will have full access to the curriculum for all pupils with disability or diversity enabling all children to reach their full potential</p> <p>All pupils are making at least expected progress</p> <p>Pupil voice shows that pupils feel valued.</p>

<p>Improve and maintain pupil access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>To ensure that all pupils and staff are able to access the physical environment</p> <p>To ensure that toilets are fully accessible for pupils and staff</p> <p>To ensure that storage is accessible from wheelchair height</p> <p>To ensure that signs are improved and adjusted to meet the needs of the partially sighted.</p> <p>To regularly complete an environmental audit to ensure a high standard of safety is maintained, especially in light of the current changes to the building</p> <p>To ensure a high standard of housekeeping is maintained. All communal areas are to be kept clear and clutter free</p>	<p>Survey of site carried out by disability group</p> <p>Evaluate survey and draw up action plan</p> <p>Audits to be completed of the entire site once the new building work is completed to ensure accessibility is adequate.</p> <p>Staff to be made fully aware of the physical needs within our school and made responsible for the accessibility of the resources in their classrooms</p>	<p>SLT SENDCO Governors Teachers</p>	<p>July 2026</p>	<p>The environment will be safe and accessible. Where areas of the school are not accessible, reasonable adjustments can be made.</p>
<p>Improve the delivery of information to all pupils</p>	<p>Our school uses a range of communication methods, as required, to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> </ul>	<p>To ensure that communication methods reflect the needs of our school community.</p> <p>To ensure that families are signposted to</p>	<p>Regular reviews held to assess the communication needs within our school to ensure our communication methods are as effective as they</p>	<p>SLT Office staff</p>	<p>July 2026</p>	<p>Staff and pupils are able to communicate effectively using a range of means appropriate to individuals and class groups as a whole</p>

	<ul style="list-style-type: none"><li>• Large print resources</li><li>• Pictorial or symbolic representations</li></ul>	support in the wider community.	can be.			
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## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing Body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two	Only access to the computer suite is limited, this would require either an elevator or chair lift access. As a reasonable adjustment, access to the same ICT facilities, are also available from the ground floor classrooms.	SLT	Next review
Corridor access	Access is regulation. Wheelchairs are able to access all areas on the ground floor.	None to be taken		
Lifts	None	None to be taken		
Parking bays	Three are available at the front of school	None to be taken		
Entrances	The entrance of school is accessible for all.	None to be taken		
Ramps	Ramps are available for external access to the community room and at the entrance to Reception / Year 1. There is a flat entrance	None to be taken		

	for both the main entrance, the rear access for the hall and the nurture area. Access to all areas of the school is available using these routes.			
Toilets	There are two disabled toilets available to all, in the school foyer and in the corridor between infants and juniors.	None to be taken		
Reception area	Full accessibility. Corridors are wide enough for wheelchairs, disabled toilets as above	None to be taken		
Internal signage	All signs are clear and visible	Signs to be made available in other mediums, as required	SLT	Next review
Emergency escape routes	All are clear and well demarcated.	No action to be taken		