



Accessibility Plan

Date: September 2023

Where the: 'Word of God, and the service and strength of St. Stephen, guides our steps and leads us in learning.'

We are a community where:
beauty and trust are treasured,
justice and tolerance are promoted
compassion and charity are encouraged
goodwill and loyalty are cherished
resilience and determination are needed
forgiveness and love are required
friendliness and respect are reinforced
faith and Spirit are shared.



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Aims of the Accessibility Plan

This plan outlines how St. Stephen's Catholic Primary 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, the LA 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 headteacher and other relevant members of staff.
- Governors.
- External partners.

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

The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. 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.

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

The findings from the audit will be used to identify and address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Focus	Actions	Responsibility	Timescales	Outcome
The learning environment for all pupils must be accessible.	All teachers as part of their risk assessment must carry out an audit of the learning area and resources to be used to ensure they are accessible do pupils with special educational needs and disabilities.	All staff and Governor sub-committee for Welfare, Safeguarding and Premises	Risk assessments and audits to be carried out at the beginning of each academic year or at any point where significant changes to the environment have taken place	Resources and learning areas are fully accessible to all pupils.
The curriculum should be accessible to all pupils regardless of needs abilities in background and for those with special educational needs and disabilities	when planning curriculum delivery teacher should take due consideration for any individual pupils in their care and make any necessary adaptations, resource use	All staff and Governor sub-committee for Welfare, Safeguarding and Premises	This work is ongoing and is aligned to planning schedules and curriculum updates carried out over the year	Any gaps in resources are identified and addressed and all pupils have full access to abroad and balanced curriculum.
Educational visits and any curriculum enhancement activities most consider any arrangements required to meet the needs of pupils with special	incorporate appropriate consideration into the planning of any visits, visitors to school, and further enhancement	All staff and Governor sub-committee for Welfare, Safeguarding and Premises	As above	Educational visits and curriculum enhancement activities are accessible to all pupils including those with special educational needs and disabilities.

educational needs and disabilities.	activities including extracurricular clubs			
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St Stephen's is a relatively new building, and the starting point would suggest that access to the physical environment is adequate and meets current legislation and guidelines. The site has accessible toilets, disabled parking bays, appropriate audio-visual equipment and lift in the central area.

Planning duty 2: Physical environment

Focus	Actions	Responsibility	Timescales	Outcome
Continue to ensure that the physical environment affords full access for all pupils and adults with special educational needs and disabilities.	Working with families to identify any further adjustments or specialist equipment required so that accessibility to school wide provision is secured. Where appropriate or necessary, refer to health and social care to secure further support, advice	Headteacher, Site Manager, SENDCO and Governor sub-committee for Welfare, Safeguarding and Premises	Ongoing review as part of site wide health and safety monitoring inspections.	Appropriate planning and adaptations can be made, when necessary, in collaboration with parents and carers, so that children with specific needs are able to access all areas of school provision.

Planning duty 3: Information

Focus	Actions	Responsibility	Timescales	Outcome
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Ensure all school information is presented in a way that is accessible to all users.	<p>Audit communication mechanisms and procedures</p> <p>Ensure that staff know how to ensure that school information can and is presented in a way that is accessible to all users – consult and seek advice from external agencies to support and facilitate and specific requests or identified needs</p>	School Business manager	As part of annual audits from September 2020	<p>Any gaps are identified and addressed in a timely manner.</p> <p>Appropriate use, when necessary, is made of any external support agencies to secure information or resources required to support information delivery.</p>
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Access audit

Area	Description	Actions/Comments	Responsible	Timescales
Number of Floors	Within the building there are 2 floors, a ground floor which is split into 3 sections. There is a central hub, St Stephen's School and St Bartholomew's whereby it houses the classrooms, offices, toilets and halls enabling access to the whole school without any restrictions. On the first floor there is an IT suite, staff room, toilets and plant rooms. There is access from the ground floor to the first floor by means of stairs or by a lift.	Ensure that lifts are maintained and in good working order	Site Manager and through SLA with facilities management company	Annual programme of maintenance agreed and thereafter service checks every three months.
Corridor access	All corridors are on a level with no obstacles to wheelchair users, comprising double doors to allow access	N/A	Headteacher, Site Manager, SENDCO and Governor sub-committee for Welfare,	N/A

			Safeguarding and Premises	
Lifts	Within the central hub there is a lift with a capacity of 8 people or 630kg and the lift is serviced every 3 months. This lift is wide enough to accommodate wheelchair users	Consider additional signage to say that priority must be given to people in wheelchairs/pushchairs or only authorised users	As above	In place
Parking bays	On site there is 5 disabled car park spaces, 4 spaces on the west side (St Stephen's) of the main entrance and 1 on the east (St Bart's). All bays are not kerbed to allow better access for any users.	At the end of school it is difficult for access to the disabled parking bays because non-disabled people are using the bays. Monitoring ongoing.	Headteacher, Site Manager, SENDCO and Governor sub-committee for Welfare, Safeguarding and Premises	Ongoing
Entrances	<p>Within the central hub all entrance doors are doubled doors. The first double doors leading into school is powered assisted operated by a sensor. Within the lobby area there is low level intercom. The next set of double doors is opened by the intercom which is opened by whichever office intercom is pressed. To exit the school there are push buttons which open both inner and outer doors.</p> <p>Each classroom has a single door to allow children to enter for the beginning of school, these doors are not powered assisted but are wide enough for wheelchair users.</p> <p>There is a double door which allows access to the dining hall for access into breakfast clubs.</p>	Regular premises audit as part of Ras to ensure that there isn't any potential hazards which could cause an obstruction.	As above	Annual RA checks

	<p>There are 3 external entrances into the school grounds, 2 of which (east & west) can be accessed by wheelchair users.</p> <p>All pathways and roads are cleared and gritted during winter periods.</p>			
Ramps	<p>There are ramps from the path to the disabled parking bays and also from the path allowing crossing access using the zebra crossing.</p>	N/A	As above	N/A
Toilets	<p>There is a disabled toilet within the main entrance of the school, there is another disabled toilet which is located within the main corridor. There is a wide access toilet located within the early years and there is a disabled toilet between two classrooms (year 5 & year 4, then year 4 & year 3, then year 2 & year 1), however the toilets upstairs are not enabled for full disabled access</p>	<p>Consider adaptation of upstairs toilet in line with annual RA and needs analysis</p>	As above	As and when necessary
Reception area	<p>There is a reception area within the central hub which has low level door access buttons, disabled toilet, low level office counters and with power assisted doors to come into and exit the reception area.</p>	N/A	As above	N/A
Internal signage	<p>There are signs on the disabled toilets doors, all of the signs within school also have braille at the base of each sign.</p>	N/A	As above	N/A
Playgrounds/Outdoor learning areas	<p>Access to playgrounds and fields are accessible for wheelchair users, including outdoor play areas (e.g. early years)</p>	<p>Establish disabled access to reading village through portable ramp</p>	As above	N/A

Emergency escape routes	All emergency escape routes are always clear and free from any obstacles, any magnet doors are released upon any activation of the fire alarm. There is an emergency voice call which is located on the first floor next to the lift especially for disabled users.	Routine maintenance checks to ensure good working order	Site Manager, Headteacher	Ongoing
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