



St Stephen's Tockholes CE Primary School Accessibility Plan 2026-2029

Written by G. Ross and K. Riding– Spring 2026

Approved by Governors – (To be presented to governors February 2026)

Monitoring review Date – Spring 2026 (Resources Committee)

Rationale

At Tockholes we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This Accessibility Policy and the plan it contains has been drawn up by the Head of School and School Business Manager in consultation with the school's Diocesan Building Consultant, the Local Authority, the School Governors and after seeking input from staff, children and school families. It covers the period from Spring 2026 until Spring 2029

St. Stephen's Tockholes CE Church of England Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

In this document you will find action plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an ongoing basis with regular updates on progress given annually to the school governors. New Plans will be drawn up every three years.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

This Accessibility Policy should be read in conjunction with the following:

- The School Mission Statement
- The School Values
- The School website
- The Curriculum
- The Equality Information
- The Health & Safety Policy
- The SEND Policy
- The Behaviour Curriculum
- The Medical Policy;
- The Children With Health Needs Who Cannot Attend School Policy
- The Complaints Policy
- The School Development Plan
- The Health and Safety Folder

The Plan

	<u>Target</u>	<u>When</u>	<u>Success Criteria</u>	<u>Target achieved</u>
Physical Environment Access	To ensure the ground underneath and surrounding the outdoor play equipment is safe and makes the equipment accessible to all in school whilst at the same time ensuring there is a fenced and gated area for the EYFS continuous provision	Spring 26	Regular checks are in place of the equipment. Annual Statutory Checks take place by an external company. Quotes are being collected to extend the fencing of the EYFS area	Target not yet achieved, as we are awaiting quotes
	To ensure that the playground/yard and the paths around school are safe and accessible to all in school.	Spring 26 Ongoing	All children in an emergency can exit school from their emergency door. Risk Assessments in place for specific children as required. Paths and yard are safe. Works to the trim trail/area around the trim trail – additional rubber required.	Not achieved – additional rubber as part of quote for EYFS area
	To ensure that all members of the school can access the outdoor classroom at all times of the year	Spring 26	Quotes being taken to put plastic windows in the outdoor class and have fencing attached in order that safe and accessible to all throughout the year	Not achieved – quotes being gathered

Curriculum Access	To ensure children with sensory issues have classrooms they are successful in	Spring 26	Following neurodiversity training – visual timetables, neutral backgrounds, movement breaks, reduction of opportunities to be over stimulated – clear routines	Classrooms are calm, children are able to access lessons
	To provide a sensory space for children with sensory issues to help with regulation	Autumn 25	Snug to be changed into a sensory space Additional resources required – identifying grants available to help with purchase Reducing visual and auditory “noise” in this space	
	To ensure that all children are able to achieve their full potential, especially those with significant or additional needs.	Ongoing	STAR plans in place and systems for completion are clear. Monitoring is effective with clear development points and examples of good practice. Communication between leaders and staff is effective.	
	To ensure staff are confident when delivering the curriculum to a wide range of need, in particular focusing on the new writing, spelling, reading and handwriting curriculums introduced	Ongoing	Neurodiversity training in place during academic year 2024.2025. Additional SEND training planned for spring 26.	Increase in access to whole curriculum for all children
	Promote positive behaviour, recognise and take into account the factors that may affect behaviour enabling each pupil to access the curriculum	Ongoing (reviewed Autumn 25)	Ongoing training throughout year linked to Tockholes Way, consistencies, expectations	Classrooms are calm, children are accessing lessons, CPOMS reports
	To raise aware awareness of and celebrate differences in school, the community and the wider world.	Ongoing	Evidence from environment, lessons and in children’s attitudes shows effectiveness. Evidence of specific pieces of work on diversity and difference have taken place.	SIAMS Report OFSTED Report Evidence in books and environment

	Ensure all pupils have access to the curriculum and reasonable adjustments will be made to avoid discrimination. Appropriate provision will be made for pupils with a disability.	Ongoing	Teachers are aware of the relevant issues and can ensure that this all pupils have access to the curriculum which also provides equality of access to life-preparation learning. The use of other professional partners has been made available.	All pupils access a curriculum, including those who may need a more bespoke curriculum
--	--	---------	--	--

Information Access	To be able to respond to specific needs quickly.	Ongoing	Evidence of training and information collecting. Case Studies how we communicate with families where there are issues around communication.	CPD Log
	To monitor the ways of communicating with the community.	Spring 25	Facebook and Instagram introduced spring 25. Families use this to find out about school. Class dojo continues to be successful for communicating. Parent Survey Autumn 25	Facebook Instagram Class Dojo
	To review how the pupils access information regarding school and online programmes	Summer 26	Evidence a review has taken place with recommendations to be completed.	
	Make available school brochures, school newsletters and other information for parents in alternative formats School Signage	Ongoing	Monthly newsletters on website and class dojo which are fully accessible to parents. Leaflets available in reception area, paper copies available if requested	