

St Stephen's Tockholes C.E. Primary School



**ACCESSIBILITY PLAN
2026 - 2029**

Introduction

Paragraph 3 of schedule 10 to the Equality Act 2010 states that the Governing Body must prepare an Accessibility Plan which will

- (a) increase the extent to which disabled pupils can participate in the school's curriculum,
- (b) improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- (c) improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This Accessibility plan has been developed in consultation with staff and governors of the school and covers the period from January 2026 – January 2029

Current Accessibility Arrangements:

1. This Accessibility Plan has been drawn up in consultation with the staff and governors of the school and covers the period from January 2026 – January 2029
2. 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.
3. St Stephen's C.E. 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.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.
6. 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.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equal Opportunities and Diversity
 - Staff Development
 - Health & Safety (including off-site safety)
 - Safeguarding
 - Inclusion
 - Special Needs
 - Behaviour Curriculum
 - School Improvement Plan
 - Asset Management Plan
 - School Brochure and Mission Statement
 - Website
 - Complaints Policy
8. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Resources Committee and in reference with the DDA audit. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The Plan will be monitored through the Resources Committee of the Governors.

REVIEW DATE: January 2029

Appendix items

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Improving the Curriculum Access at St Stephen's Tockholes C.E. Primary School – Page 5

Improving the Delivery of Written Information at St Stephen's Tockholes C.E. Primary School – Page 6

DDA Audit – – see attached (separate document)

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Improving the Physical Access at St Stephen's Tockholes C.E. Primary School

An Access Audit is carried out on a monthly basis by the Head of School, School Business Manager and members of the Resources Committee. The items below are key features of their walk rounds.

Item	Activity	Timescale
Accessible car parking	At present bays are not signed	On going
Ramped access into school	Large ramp leads to Reception /Office Pedestrian access available	On going
Doors	Window / Vision panel and accessible for wheelchair / walking frames into school.	On going
Accessible toilet	An accessible toilet is located in the school opposite the staffroom	On going
Provision of induction loops	At present not available in school but will need to be included in future development plan.	On going
Improve Reception facilities	Enough room for wheelchair access	On going
Light switches, power outlets and emergency alarm buttons	Are they all working correctly and are they serviced regularly? Services to emergency alarms carried out annually.	On going
Adapted wash basin to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin.	Available in the accessible toilet	On going

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Improving the Curriculum Access at St Stephen's Tockholes C.E. Primary School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
The curriculum is planned to incorporate the principles of equality, challenging and promote positive attitudes towards diversity.	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	On going	Increase in access to the National Curriculum
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.	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	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.	On going	All pupils access a curriculum, including those who may need a more bespoke curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	On going	Increase in access to all school activities for all disabled pupils
Promote positive behaviour, recognise and take into account the factors that may affect behaviour enabling each pupil to access the curriculum	Review behaviour curriculum Tockholes Way – considering reasonable adjustments of individual pupils – staff training	Positive behaviour is consistently promoted across the school. Pupils feel understood, supported and safe, resulting in improved self-regulation and more positive interactions	On going	Increase in access to the National Curriculum with few incidents linked to behaviour allowing pupils to succeed socially and academically
Partnerships with parents and the wider community	All parents encouraged to participate at all levels in the life of the school All parent's views are consulted with regards to how best to cater for individual needs All children's views are consulted with regards to how best to cater for individual needs.	A strong partnership evident between home and school. Communication between staff and parents is open, positive and ongoing resulting in improved support for pupils' learning and wellbeing.	On going	Society will benefit by a more inclusive school and social environment

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Improving the Delivery of Written Information at St Stephen's Tockholes C.E. Primary School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	On going	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Reviews and regular consultation of all current school publications and promote the availability in different formats for those that require it	All school information available for all	On going	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	On going	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	On going	School is more effective in meeting the needs of pupils.