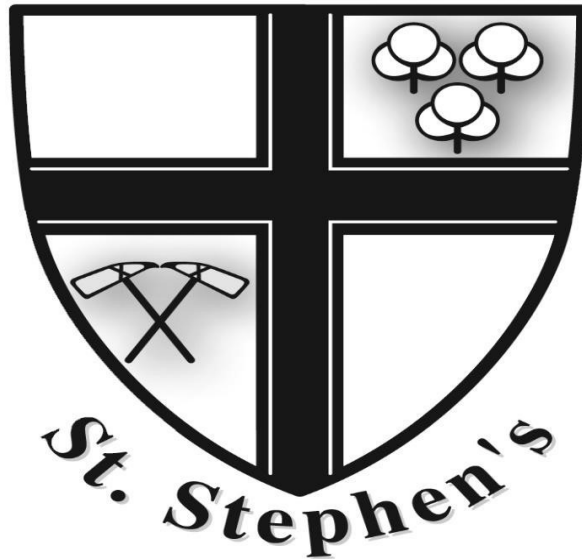




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ST STEPHEN'S INFANT SCHOOL



ACCESSIBILITY POLICY & PLAN

REQUIRED REVIEW FREQUENCY		ANNUALLY
NEXT REVIEW DATE		MAY 2026
VERSION	APPROVED BY	DATE OF APPROVAL
1	FGB	25 June 2025
KEY CHANGES:		

Approved by.....
 (Chris Bowden)

Position: Chair, FGB



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Rationale:

The policy describes the values we hold and the provision we make for all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise potential barriers to learning, allowing them to learn, achieve and participate fully in school life.

Definition of Disability:

The definition of disability under law is a wide one:

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day-to-day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoveries and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Contextual Information:

St Stephen's Infant School is a single-storey building with a disabled toilet. Movement around the school building and playgrounds is wheelchair friendly, although some outside areas may give restricted access unless accompanied by an adult.

Staff are committed to inclusion and are building a wealth of knowledge and strategies to support SEND, this along with our continued links to the Inclusion Support Service is ensuring equal access for all our children and parents/carers.

All policies are written with inclusion and personalisation at the forefront thus ensuring all legislation is upheld.



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Accessibility Plan:

Aims	Actions	Outcome	Timeframe	Monitoring/evaluation
<i>Equality & Inclusion</i>				
To ensure that the Accessibility Plan becomes an annual agenda item at a Resource Committee meeting	Accessibility will be reviewed as part of Estates Management	Adherence to legislation. Review of provision	Annually	
To improve staff awareness of disability issues	Staff CPD as appropriate	Increased awareness of needs	On-going	
To ensure that all policies consider the implications of disabled access	Accessibility to be considered fully at all policy reviews	Policies reflect current legislation. Inclusion is integral to all we do.	On-going	
<i>Physical Environment</i>				
To ensure that the physical environment is accessible to all children and adults	Audit of current and known future needs of the school community by SLT/Caretaker Liaison with outside agencies when necessary	Modifications made where necessary thus making the school more accessible.	Annually	
<i>The Curriculum</i>				
To allow equal access to the EYFS Profile and National Curriculum for all pupils	Teachers to make reasonable adjustments to support inclusion at the planning stage. SENCO to review needs of SEND children and provide training, resources and additional support as necessary. Children to be assessed and additional support provided in line with guidance from DFE	Barriers to learning will be reduced or removed enabling all children to achieve their full potential.	On-going Termly Annually	
To ensure all children	Review out of school	All providers	On-going	



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are able to	provision and ensure	will comply		
access out of school activities.	compliance with legislation Consider implications of accessibility needs on provision	with legislation Equal access to all out of school provision for children with disabilities	On-going	
To provide specialist equipment and knowledge to enable all children to participate in learning.	SENCO to provide CPD where required for TAs/SENTAs SENCO to liaise with outside agencies SENCO & class teacher to source and provide equipment as needed – writing slopes, headphones, ICT	Barriers to learning will be reduced or removed enabling all children to achieve their full potential. Expert knowledge will be shared allowing for more personalised approaches	On-going	
<i>Access to Information</i>				
To ensure that all parents/carers & other members of the school community can access information.	Written information will be provided in alternative formats as necessary. School staff will support known parents/carers with communication wherever possible	Information is accessible to the whole school community	On-going	
To ensure that parents/carers who are unable to attend school because of a disability, have access to 'parents/carers evening'	Staff to phone parents/carers or send home written information where necessary	All parents/carers are informed of their child's progress and attainment	On-going	

Monitoring and Evaluation

This policy will be reviewed annually with adjustments or additions to the plan made then. However, provision for the children will be adapted as and when the needs arise.



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