



Accessibility Plan

September 2025

Author	Publication Date	Review Cycle
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MISSION:

TOGETHER WE CAN ACHIEVE

Be kind to one another and build each other up. 1 Thess 5:11

VISION:

WE AIM TO DEVELOP A PASSION FOR LIFELONG LEARNING
EXPLORING LIFE IN ALL ITS FULLNESS
WITH HOPE AND ASPIRATION
THROUGH A WORLD CLASS EDUCATION

I have come that they may have life, and have it to the full. John 10:10

SCHOOL VALUES:



Jeremiah 31:3

*I have loved you with an everlasting love;
I have drawn you with unfailing kindness.*



Psalms 118:24

*This is the day that the Lord has made;
let us rejoice and be glad in it.*



Psalms 133:1

*How good and pleasant it is when
God's people live together in unity!*



Jeremiah 29:11

*For I know the plans I have for you,
declares the Lord.
Plans to prosper you and not to harm you,
plans to give you hope and a future.*

Sneinton St Stephen's Church of England Primary School

Accessibility Plan

Purpose of the Plan

The purpose of this Accessibility Plan is to outline how Sneinton St Stephen's CofE Primary School will continue to improve access to the physical environment, curriculum, and information for pupils, staff, parents, and visitors with disabilities.

At Sneinton St Stephen's, our commitment to equality and inclusion is rooted in our Christian vision to 'be kind to one another and build each other up' (1 Thessalonians 5:11). We believe that every member of our community is unique and of equal worth, created in the image of God, and deserving of dignity, fairness, and respect.

We are committed to creating a learning environment where all children can participate fully in every aspect of school life and achieve their potential. We seek to identify and remove barriers to participation and ensure that everyone can access opportunities to learn, play, and flourish together.

In line with the Equality Act 2010, the school takes proactive steps to ensure that no pupil, parent, or member of staff is placed at a substantial disadvantage because of disability. We do this by anticipating needs, consulting with families and professionals, and taking reasonable actions to promote equity of access.

Our aim is to make inclusion a lived reality across the curriculum, the built environment, and the way we communicate. This plan sets out how we will continue to embed accessibility and belonging within our ethos of 'Together We Can Achieve.'

Legal Background

This Accessibility Plan is prepared in accordance with Schedule 10 of the Equality Act 2010, which requires all schools to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve the physical environment to enable access to education and associated services; and
- Improve the delivery of information to disabled pupils and parents.

The Governing Body is responsible for the implementation and review of this plan and for ensuring that actions are appropriately resourced and monitored.

This plan operates alongside the school's SEND Information Report, Health and Safety Policy, Equality Information and Objectives Statement, and Medical Conditions Policy.

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- He/She has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to



education for disabled pupils in the three required areas of: curriculum, environment and information.

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learn and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame.

The Sneinton St Stephens C of E Primary School aims to treat all stakeholders, including pupils, staff, governors and other members of the school community favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

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

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual information

The whole of the school building and playgrounds are fully accessible in line with the Equality Act 2010 (formerly the DDA):

- Access to wheelchair users is via the side entrance to the school for Key Stage 1 and through the main reception doors for Key Stage Two.
- All steps are marked with visibility edging for visually impaired with pupils and all doors are in a markedly contrasting colour to their surrounds.
- Steps have hand rails fitted at either side to support visually impaired pupils.

The Current Range of Disabilities with Sneinton St Stephen's C of E Primary School.

The school continues to adapt provision as individual needs evolve, drawing on advice from health and education professionals and Nottingham City Council SEND Services.

Within our pupil cohort, we may have children with a range of disabilities, which include Autistic Spectrum Disorder, cerebral palsy and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted. Some children have allergies or food intolerances and these are included in the 'children with medical needs' details in classrooms and the main office. There is a green first aid box in every classroom.

All medical information is collated and available to staff, in files in the school office. We have competent First Aiders who hold current First Aid certificates and staff trained in Paediatric First Aid.

As prescribed medication is kept in a locked cabinets within the school office or the locked fridge in the staffroom, which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Review Cycle

This Accessibility Plan covers the period 2023 – 2026.

It is:

- Reviewed annually to monitor progress and evaluate impact; and
- Fully refreshed every three years to reflect current legislation, best practice, and changes to the school environment or cohort.

Progress and updates are reported to Governors on a regular basis.

This plan is published on the school website and is available in alternative formats on request.

Accessibility Plan

Objective Period: 2023 - 2026

Last Reviewed: September 2025

Area of Focus and Objective	Actions/Strategies	Expected Outcome	Timeframe/Review
EQUALITY AND INCLUSION			
To ensure that the Accessibility Plan becomes an annual item at the Governors meetings	Clerk to governors to add to list for Governors meetings	Adherence to legislation	Annually
To improve staff awareness of disability issues.	Review staff training needs. Provided training for members of the school community as appropriate	Whole school community aware of issues.	On-going
To ensure that all policies consider the implications of disability access.	Consider during review of policies	Policies reflect current legislation	On-going
PHYSICAL ENVIRONMENT			
To ensure that, adjustments to the school buildings and grounds maintain accessibility for all children and adults.	Audit accessibility of school buildings and grounds by Governors when making building adjustment.	Modifications will be made to building/development proposals to maintain access	On-going
To ensure building upkeep/maintenance takes account of accessibility requirements	Consider colour/paint schemes for visual impairment needs when re-decorating. Maintain step edgings/outdoor ramps/footpath ramps/signs etc. to a good standard to secure ongoing suitable access.	Ongoing school upgrade and maintenance will meet requirements of DDA	On-going
CURRICULUM			
To continue to train staff to support adaptations for children with a range of SEN	SENCO to review the needs of children and provide training for staff as needed Digital resources and accessibility tools on the ipads used to support learning.	Staff are able to enable all children to access the curriculum	On-going

To ensure that all children are able to access, as far as is safe to do so, all out of school activities, e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation	All providers of out of school education will comply with legislation to ensure that the needs of all children are met Wheelchair users are able to access the provision via the Community Room entrance	
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed, e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills	Reviewed termly by SENCO
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as a needed Provision plans will outline milestones for individual learners. This will support pupils to reach the same learning outcomes.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually
WRITTEN/OTHER INFORMATION			
To ensure that all parents/carers and other members of the school community can access information	Written information will be provided in alternative formats as necessary Consider accessibility for parents/carers speaking English as a second language.	Written information will be provided in alternative formats as necessary Translation tool set up on the school website and on Class Dojo (The school communication platforms)	As needed
To ensure that parents/carers who are unable to attend school, because of a disability, can access parent/carers evenings	Staff to hold parents'/carers evenings by phone or send home written information Telephone interviews or Teams Calls to support access.	Parents are informed of children's progress	Twice a year