



Accessibility Plan

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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

Vision

At Sneinton St. Stephen's, we believe in providing an inclusive environment where every child has the opportunity to experience 'life in all its fullness.' In line with our vision of ensuring accessibility for all, we are committed to making sure that barriers to learning and participation are reduced or eliminated, enabling all pupils to flourish and thrive.

Our aims are to:

- To ensure equal access to education for all pupils, regardless of their disability.
- To create an inclusive school culture that values diversity and promotes a sense of belonging for everyone.
- To foster a supportive environment where every pupil can experience holistic growth—academically, socially, emotionally, and spiritually.

Legal Framework and Statutory Requirements

This Accessibility Plan has been developed in compliance with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. It outlines how Sneinton St. Stephen's CofE Primary School aims to ensure that pupils with disabilities are not placed at a substantial disadvantage and are able to participate fully in school life. The plan aims to promote equality of opportunity, eliminate discrimination, and promote inclusivity and a sense of belonging among all members of the school community.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief, and sexual orientation.

Definition of Disability

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

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their 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:

1. Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching, learning, and the wider curriculum such as after-school clubs, leisure, cultural activities, or school visits.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, including improvements to the physical environment and physical aids to access education.
3. Improving the delivery of information to disabled pupils, which is provided in writing for pupils who are not disabled, such as handouts, timetables, textbooks, and information about school events, ensuring formats are suitable for pupils and parents and made available within a reasonable timeframe.

Contextual Information

The whole of the school building and playgrounds are fully compliant with DDA Regulations. Access for wheelchair users is via the side entrance to the school for Key Stage 1 and through the main reception doors for Key Stage 2. All steps are marked with visibility edging for visually impaired pupils, and all doors are in a markedly contrasting colour to their surrounds. Steps have handrails fitted at either side to support visually impaired pupils.

Current Range of Disabilities at Sneinton St. Stephen's CofE Primary School

The school currently has pupils with a range of disabilities, including Autistic Spectrum Disorder, cerebral palsy, and significant medical needs. When pupils enter school with specific disabilities, the school contacts Local Authority professionals for assessments, support, and guidance for the school and parents.

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

All medical information is collated and available to staff in files in the school office. The school has competent First Aiders who hold current First Aid certificates, and staff trained in Paediatric First Aid. Prescribed medication is kept in a locked fridge in the staffroom, with easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers, outlining the illness and the amount and time of medication. All medication that is given is recorded.

Plan Objectives

1. To ensure the physical environment of the school is accessible to all pupils, staff, and visitors, including those with disabilities.
2. To provide appropriate learning opportunities and curriculum modifications for pupils with disabilities, ensuring they can engage meaningfully in all aspects of school life.
3. To enhance communication and accessibility for all pupils and families, particularly any with English as an additional language and with anyone with a disability.
4. To improve staff knowledge and awareness of accessibility issues through ongoing training.

Monitoring and Review

The Accessibility Plan will be monitored and reviewed regularly to ensure its effectiveness and alignment with the needs of pupils, staff, and families. Progress towards the actions outlined in this plan will be reviewed termly by the Senior Leadership Team and SENDCO, with updates provided to the Governing Body. Pupil, parent, and staff feedback will be collected through surveys, focus groups, and regular communication to assess the impact of the initiatives and identify any areas for improvement. Adjustments to the plan will be made as necessary to reflect changing needs and ensure ongoing compliance with statutory requirements.

Accessibility Plan 2024-25

Objective 1	Actions/Strategies	Timeframe	Outcome
To ensure the physical environment of the school is accessible to all pupils, staff, and visitors, including those with disabilities.	Continue to conduct regular reviews of the school’s resources and physical environment (both internal and external) using external professional agencies. Ensure actions to improve resources and the environment prioritise accessibility and support and access for pupils and community members with disabilities. Examples of surveys include: • Biennial building and grounds conditions survey conducted by CP Associates • Annual Health and Safety review conducted by Nottingham City Health and Safety Team • Annual safeguarding review conducted by Transform Trust central team • Annual play and PE equipment (internal and external) inspection conducted by Play Inspection Company.	Ongoing	Enhanced physical accessibility across the school, ensuring that all pupils, staff, and community members can safely and effectively navigate and utilise school facilities.
	Actions for 2024-25:		
	Develop the shower room in the Community Room so that it has an adult toilet, which is more accessible and has washing and baby-changing facilities.	Dec 2024	
	Level the ramp and access to EYFS, and further level the external area leading into EYFS.	Jul 2025	
	Resurface school ramp to improve accessibility.	Jul 2025	
	Install handrails on KS2 steps, internal hall, and ramp, and add handrails to other interior and exterior areas as needed.	Jul 2025	
	Refurbish sink and cupboard areas to ensure they are at an appropriate height and accessible for all children.	Mar 2025	
	Install grip and visual markings to step areas around school to ensure	Dec 2024	

Objective 2	Actions/Strategies	Timeframe	Outcome
To provide appropriate learning opportunities and curriculum modifications for pupils with disabilities, ensuring they can engage meaningfully in all aspects of school life.	Continue to deploy SENDCO to work alongside staff to review the needs of individual children and provide training for staff as needed. SENDCO to support with individual support plans, created with children and their families.	Ongoing	Enhanced access to learning opportunities for all pupils with disabilities through effective support planning, resource allocation, and staff training, ensuring pupils can meaningfully engage with the curriculum and extracurricular activities.
	Continue to purchase digital resources to ensure that we maintain a 1:1 iPad provision to support accessibility and access to learning.		
	Continue to review out of school provision to ensure compliance with legislation so that all children access, as far as it is safe to do so, all out of school activities e.g. clubs, trips, residential		
	Continue to purchase specialist equipment to support children in overcoming barriers e.g. special pencil grips, headphones, writing slopes etc.		
	Continue to meet the needs of individuals during statutory assessments, ensuring that children are assessed for needs of modification of test materials and against the relevant access arrangements to ensure all needs are appropriately catered for.		
	Actions for 2024-25:		
	Ensure that Insight Tracking is fully utilised for recording individual support plans and for interventions to be monitored and evaluated for impact.	Dec 2024	
	Participate in Apple Distinguished School conferences and training and cascade within school to ensure continued development of provision.	Jul 2025	
Conduct a needs assessment to ensure that specialist equipment has been purchased and is being utilised effectively to support relevant learners.	Dec 2024		
Conduct pupil survey to gather their feedback and views on accessibility and curriculum engagement.	Apr 2025		
Continue to provide training for staff on soft and hard scaffolding within lesson design and sequences. Capture examples as best practice to inform Teaching and Learning policy.	Jul 2025		
Update Staff Handbook, and relevant teaching and learning policies to capture school practices and to support with induction of staff.	Apr 2025		

Objective 3	Actions/Strategies	Timeframe	Outcome
To enhance communication and accessibility for all pupils and families, particularly any with English as an additional language and with anyone with a disability.	Continue to provide printed versions of letters/newsletters as needed and continue to provide alternative formats as necessary. Continue to consider accessibility for parents/carers speaking English as an additional language. Continue to offer meetings via telephone or Teams to support access for all families. Continue to utilise digital communications tools that can translate messages to parents e.g. Reach More Parents App, Class Dojo, School Website.	Ongoing	Improved communication and accessibility for all pupils and families, particularly those with disabilities and those with English as an additional language, ensuring inclusive engagement and support throughout their school experience.
	Actions for 2024-25:		
	Further develop optional home-visit opportunities to support induction of new families to school.	Jul 2025	
	Further develop accessible school induction pack with school information for pupils and families.	Apr 2025	
	Further develop school induction paperwork to support with early identification of need and to support families in providing information about their child(ren).	Apr 2025	
	Explore opportunities to communicate letters and newsletters in alternative formats e.g. audio/video, large print, different languages as needed.	Dec 2024	
	Create a support directory for contacts who can translate to families who speak English as an additional language.	Apr 2025	
	Survey parents and carers to determine preferred methods of communication and accessibility needs, allowing school to tailor communication effectively.	Jul 2025	
	Develop visual aids, symbols and pictures in communications to support access in communication for all, particularly pupils or families with learning disabilities or language barriers.	Dec 2024	

Objective 4	Actions/Strategies	Timeframe	Outcome
To improve staff knowledge and awareness of accessibility issues through ongoing training.	Continue to purchase support from Nottingham City Council SEND team, including behaviour support, educational psychologist, Autism team, and bespoke training where required. Continue to partner with MHST team to provide MHST practitioner in school and training for staff. Continue to attend SEND networks and SENDCO training offered from Transform Trust and coordinate with SEND associates and Director for Inclusion to ensure that relevant training is accessed by staff.	Ongoing	Increased staff capability and preparedness to support pupils with diverse needs, including SEND and medical conditions, resulting in a more inclusive school environment where all pupils receive appropriate support for their well-being and learning.
	Actions for 2024-25:		
	Admin Inset training to provide up-to-date context information to staff and to review practices and procedures.	Sep 2024	
	Become an accredited Asthma Friendly School, ensuring that staff continue to receive ongoing and relevant training.	Dec 2024	
	Ensure that staff access Paediatrics training and teachers receive EFAW training.	Jul 2025	
	Explore opportunities to provide emergency inhalers and EpiPens to support pupils with medical conditions and provide relevant staff training as required.	Apr 2025	
	Review and update our digital directory of how technology can support pupils in overcoming barriers to learning.	Jul 2025	
	Survey staff team to explore gaps or training needs to inform bespoke training to school.	Apr 2025	