



Accessibility Plan 2026-2029

Introduction

Seven Stars Primary School and Nursery has been described on many occasions as a 'welcoming and caring environment'.

Ofsted Report 2022: *'Pupils are cared for well at Seven Stars.....Pupils with special educational needs and/or disabilities (SEND) enjoy every aspect of school life. They, and other pupils, enjoy a range of educational visits that help to enrich the curriculum.'*

At Seven Stars Primary School and Nursery we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'Learning Journey'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum with the intention of opening doors for our children helping them to be confident and successful in their learning and to enter into a life of thriving for themselves and for others.

The achievements, attitudes and well-being of all our children matter and our school values and ethos are key to ensuring successful learners and happy children.

Our three core values of **Resilience**, **Courage** and **Kindness** are fundamental to ensuring all pupils are treated (and treat each other) in a way that gives them full access to life at Seven Stars school and a true sense of belonging.

We promote three key approaches that everyone in the school adopts in all they do which are to: **be ready** (for school and learning) **be respectful** (of others and themselves) and **be safe** (in how we behave and manage the environment and all activities within it)

Our three Learning Powers of **concentration**, **participation** and **pride** are essential for progress of all pupils, regardless of starting points, need or ability.

Our Values, Approaches and Learning Powers are crucial to ensure full access for all pupils to all aspects of our school life and are critical as part of all pupils preparation for adulthood.

Purpose of this plan

This plan shows how Seven Stars Primary School and Nursery intends, over time, to increase the accessibility of our school for disabled and SEN pupils, staff, parents/carers and visitors.

Disability and Equality

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

He or 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.

We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Areas of planning responsibility

- a) Increasing access for disabled pupils to the whole school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after- school clubs, leisure and cultural activities or school visits).
- b) Improving access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids to access education)
- c) Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable time-frame

Contextual Information

Seven Stars Primary School and Nursery is a new building which has been built as part of the DfE rebuilding programme. The school building was completed in August 2025 and we started to occupy and use the facilities at the beginning of this academic year in September 2025 (parts of the school grounds are still not available but are likely to be so by Summer term 2026)

The school building is on one site and consists of:

- Two floors with a lift for access to the second floor for anyone who requires it
- Three disabled toilet facilities (two on the ground floor and one on the upper floor)
- Two disabled parking spaces in the main staff car park with lowered kerbs for easy access
- An SEN drop off car park for SEND transport for the SEN Unit and also for parents with pupils in mainstream classes who need accessible parking
- SEND Unit pupils have access to their unit via a more accessible and less crowded part of the school and they also have access to a specific outdoor space to support pupils in need of an accessible outdoor environment
- All entrances and exits on the ground floor are accessible for anyone with a disability
- Doors to all rooms are wide enough for accessibility for anyone with a disability
- Walls, floors and stairs have strategic changes in colours to enable anyone with visual impairment easily navigate their way around the building
- There is a medical room with a specialist bed that can be raised/lowered for physio and managing pupils needs and which has a curtain and blinds for privacy
- School has wheelchairs available to be used by pupils in need of this
- There is a washing machine and tumble drier for pupils who require changing throughout the day
- The reception desk in the foyer is lower for ease of communication for wheelchair users
- There are two refuge areas at the top of both stairs with communication points for anyone who is disabled in the event of a fire
- Corridors are wide and uncluttered for ease of access

Current range of disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and physical disabilities including visual impairment and mobility challenges.

We have well above average number of pupils with Education Health Care Plans (15.6% of the school compared to National average of 3.5%) and these are for a variety of complexity of need.

We have a SEND Unit that was established by the Local Authority in 2022 which caters for children with complex needs but within our mainstream setting providing access to the curriculum in an environment that is more suitable for their needs as stated in their EHCP. The pupils in the unit also integrate with their mainstream classes for certain lessons where appropriate and for all shared school activities such as playtimes and assemblies.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes as well as through targeted intervention groups run at appropriate times in the school day.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always attended age-relevant after school clubs, leisure and cultural activities and educational visits. For example we have children with multiple needs who have accessed residential visits at Year 6 as well as trips to museums, farms and bird reserves. There is full participation in all sports events and in local events aimed at pupils with disability.

Teaching staff and Teaching Assistants have regularly attended SEND training in specific areas such as Autism / Pathological Demand Avoidance and there are regular SEND staff sessions led by our experienced SENCo and Assistant SENCo.

Our SEND Unit provision is quality assured by the Local Authority and a recent audit highlighted how our Unit is operating very well for our children. Governors in the school also monitor progress of pupils and Pupil Progress meetings take place with Senior Leaders in the school. The children's progress in the unit is measured using PIVATs scales and the curriculum is constantly being reviewed to ensure all pupils are receiving a broad and balanced curriculum in line with their needs as well as meeting the recommendations in their Education Health Care Plans.

Accessibility Targets and Plan 1

Increasing access for disabled pupils to the whole school curriculum

Current good practice

- There has been continuous training of teachers and support staff in adaptive practices, raising confidence and skill in supporting pupils with a variety of complex needs and in expanding our universal offer to all pupils
- The whole school SEND provision was audited externally prior to the setting up of the SEND Unit with a positive report produced and the SEND Unit has had a quality assurance audit from the Local Authority with further positive feedback regarding our provision for SEND pupils
- We use resources and strategies tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables (using widgets), writing slopes, wobble cushions, ipads, Makaton, sensory breaks & circuits, assistive technology (e.g. for visual impairment), regulation stations and areas, sensory resources, talking tins
- Curriculum progress is tracked for all pupils, including those with a disability using PIVATs and through Pupil Progress meetings with Senior Leaders. Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is regularly reviewed to make sure it meets the needs of all pupils
- All SEND pupils have access to extra-curricular activities, visits and visitors (and their participation is celebrated in assemblies and on-line)

Target	Strategies	Timescale	Responsibility	Success Criteria
Continue to ensure all staff have the skills and knowledge to meet the needs of pupils with disabilities	Continue to identify and address ongoing staff training needs with regard to curriculum access and adaptive teaching (using in-house support, special school input and on-line CPD modules) Staff access appropriate CPD completion of on-line learning modules related to SEND	On-going and as required	SENCO	Raised staff confidence and skill in adaptive teaching strategies and increased pupil participation, independence and progress in all aspects of the curriculum.
Ensure classroom support staff have specific training on disability issues	School leaders to continue to liaise with special schools, specialist teachers, agencies, providers, Local Authority and cluster support to access all available opportunities to increase staff knowledge, skills and understanding with regard to pupils with an increasing variety and complexity of Special Education Needs.			Raised confidence of support staff in delivering high quality support and intervention for all pupils regardless of need
Ensure all staff are aware of disabled children's curriculum access	Continue to review all individual access plans for disabled pupils as required Continue to develop systems of early information sharing with all agencies involved with child to ensure full understanding is available to all staff of pupils' needs and early intervention and support is made available Ensure that all new staff are made aware of pupils' needs at induction	As required	SENCO	All staff aware of individuals needs
Continue to develop a curriculum for SEND Unit pupils that is linked to the broad & balanced curriculum of their age-related cohort	Continue to review curriculum provision for pupils in the SEND Unit ensuring access to the whole school broad and balanced curriculum whilst addressing their specific learning needs. SEND Unit pupils to access lessons and activities with their age-related mainstream cohort as appropriate in line with SEND Unit SLA and remit			SEND Unit pupils make strong progress in all aspects of the curriculum
Use ICT software to support learning	Continue to ensure that software is installed where needed to support pupils' needs (e.g. IDL, assistive technology) and consult with specialist agencies who are aware of new and developing technology as soon as they are available.	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Continue to develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness and accessibility	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on further accessible PE and disability sports Seek disabled sports people to come into school	As required	PE coordinator	All to have access to PE and be able to excel

Accessibility Targets and Plan 2

Improving access to the physical environment of the school

Current good practice

See the above information in contextual information

The school is a new DfE building (constructed 2022-2025 and occupied 2025) and accessibility is in line with latest requirements

Target	Strategies	Timescale	Responsibility	Success Criteria
The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access plans for individual disabled pupils as part of the TLP process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers</p> <p>Consider access needs during recruitment processes</p> <p>Ensure staff are aware of School Accessibility Plan and requirements for environmental access</p>	<p>As required</p> <p>Induction and on-going if required</p> <p>Annually</p> <p>Recruitment process review</p>	<p>SENCO</p> <p>Headteacher</p>	<p>Targeted Learning Plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
<p>Any layout of school to allow access for all pupils to all areas (including outdoor learning areas)</p> <p>Ensure access to all classrooms and through all entrances and corridors in the school</p> <p>Ensure access to second floor of the school is managed well (lift access)</p>	<p>Consider needs of disabled pupils, parents/carers or visitors when considering any Redesign of outdoor or indoor areas.</p> <p>Replace worn out Carpets/tiles to ensure walkways are flat</p> <p>Review and develop systems to allow easier entry for wheel chair users</p>	<p>As required</p> <p>Consider in any new development following 12 month initial period of new school building (with focus on outdoor areas)</p>	<p>Head/ Governors/ Site manager/ School Surveyor</p> <p>Headteacher / Premises manager / Property Surveyor</p>	<p>Re-designed outdoor areas are accessible of all where possible</p> <p>Disabled parents/carers/ visitors have easy access through all entrances to the school</p>
Ensure all disabled pupils can be safely evacuated	<p>Review Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required Each Sept</p>	<p>SENCO</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>
Ensure accessibility of access to IT equipment	<p>Alternative equipment in place to ensure access to all hardware including hall</p>	<p>On-going and as required</p> <p>Software may be required as required</p>	<p>ICT</p>	<p>Hardware and software available to meet the needs of children as appropriate</p>
All fire escape routes are suitable for all	<p>Make sure all areas of school can have wheelchair access</p> <p>Egress routes visual check</p>	<p>On-going and as required and as appropriate</p> <p>Weekly</p>	<p>LA Premises Manager</p>	<p>All disabled staff, pupils and visitors able to have safe independent egress</p>

Accessibility Targets and Plan 3

Improving the delivery of written information to disabled pupils

Current good practice

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal & external signage
- Large print resources (e.g. for Red Rose Maths Mastery)
- Braille (if required)
- Induction loops / assistive technology such as tie mics for adults
- Pictorial or symbolic representations (e.g. widgets)
- Makaton taught to the whole school community and used in SEND and EYFS Units
- Class Dojo and School Facebook pages with posts for parents that can also be translated

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office and other staff will continue to support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by people with disability.	During induction On-going Current	KS1/office School Office Office/ Website design team SENCo and Family Support Manager	Parents receive information in a form that they can access All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Continue to provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible Languages other than English to be visible in school	Develop child friendly targeted learning plan formats Some welcome signs to be multi-lingual Continue to use translation options on information platforms and tools	On-going July 2026	SENCO EAL coordinator	Staff more aware of pupils preferred method of communications Increased confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required Currently being provided for parent	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	July 2026	Office	All can access information about the school

Mike Mitchell (Headteacher) Cathy Walsh (SENCo) February 2026

