



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

Trinity St Stephen Church of England First School

Accessibility Plan 2024

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Aims

The staff and governors at Trinity St Stephen Church of England First School are guided by the Christian Values of Compassion, Peace, Trust, Wisdom, Friendship and Fellowship summed up in the Bible verse:

This is my commandment, that you love one another as I have loved you. John Ch15 v12

We value all and always strive to ensure everyone feels an included and valued member of our school community.

Our Accessibility Plan aims to:

- Increase the extent to which a pupil with additional needs can participate in the school curriculum
- To always ensure the physical environment meets the needs of the whole school community
- To always ensure that inclusion is a feature of our resources and presentation materials for the school community

This plan should be read in conjunction with the Equality Policy and SEND Policy and Local Offer.



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Accessibility Plan – March 2024

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. 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 plan sets out the proposals of the Governing Body of Trinity St Stephen Church of England First School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Definition of Disability: Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability if they have a physical or mental impairment that has a substantial and longterm adverse effect on their ability to carry out normal day to day activities.'



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Strand 1

Increase the extent to which a pupil with additional needs can participate in the school curriculum

Targets	Strategies	Time Frame	Responsibility	Cost	Outcome	Evaluation
<p>To ensure that ALL children are able to be included in the range of special events and visitors that the school holds throughout the year.</p>	<p>To always plan ahead so that arrangements can be made to include ALL. To prepare risk assessments before the events to ensure all eventualities have been considered and activities are safe for ALL. To consider adaptations to the activity as long as this does not affect the outcome for others.</p>	<p>ongoing</p>	<p>Class Teacher and SENCO</p>	<p>May include additional cost, for example different travel arrangements for physically disabled pupils. May include additional adult support.</p>	<p>No child to be excluded from being part of a class or whole school event.</p>	



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	Seek professional advice from physio/OT/ other agencies if required					
Where appropriate to ensure participation in the extended school day and school clubs is open to ALL	Pupil premium funding may be used to support subsidised extra curricular clubs. Before and After school extended care may be subsidised for disadvantaged families. Additional support may be offered to support disabled pupils to attend appropriate clubs.	ongoing	SENCo	May include additional costs	A diverse community represented in our clubs.	



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Strand 2

To always ensure the physical environment meets the needs of the whole school community

To ensure easy access for disabled visitors	To make car parking space available directly adjacent to entrance for any disabled driver/passenger as necessary.		School office when booking in visitors to school	none	Car parking space is limited so no designated space allocated. Maximum flexibility shown by staff as necessary. School office to make it clear to visitors that parking can be reserved by the front door.	
To ensure the school premises are safe and walkways and exits are kept clear	Regular Health and Safety walks with Health and Safety Governor. Termly Health and Safety Checklists	ongoing	/Health and Safety Governor/All staff	None	School buildings are safe with easy access to all areas. Evacuation is well rehearsed. Any adults or children who	



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	<p>completed by all staff. Evacuation procedures are practised at least termly. There is access to all facilities at ground floor level. PEEPS in place where necessary. Premises training updated where needed for Premises staff and HT.</p>				<p>require support to evacuate have PEEPS.</p>	
<p>Strand 3 To always ensure that inclusion is a feature of our resources and presentation materials</p>						
<p>Ensure the school continues to develop children's</p>	<p>Updated material and information available to</p>	<p>Ongoing</p>	<p>All staff</p>	<p>£100</p>	<p>Continue to update resources.</p>	



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<p>awareness of disability and celebrates our unique gifts</p>	<p>children to give positive reflections on a variety of needs. Celebration of diversity. For example: National Mental Health Day April: World Autism Month Dare to be Different Day All advertising material for school events includes a diverse representation of pupils.</p>				<p>Themed days/weeks to celebrate diversity and our unique contributions.</p>	
<p>To ensure that school communications, including the website are accessible to all</p>	<p>All electronic communications must be offered in hard copy. In the case of visual</p>	<p>ongoing</p>	<p>office</p>	<p>none</p>	<p>Whole school community has access to school publications</p>	



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	<p>impairment, hard copies should be offered in large font size.</p> <p>Use of the Family Link Worker to support families who may struggle to read.</p> <p>Use of translating software to support families who do not speak English</p>					
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