

St. Alban & St. Stephen Catholic Primary School & Nursery



‘Learning and Growing with God by our Side’

Accessibility Policy & Plan

Created by:	C. Smith / T. Hackett
Approved by:	Full Governing Body
Date:	6 th November 2025
Next review due:	September 2028

Statement of intent

St Alban and St Stephen Catholic Primary School and Nursery is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Pupil Equality, Equity, Diversity and Inclusion Policy, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the Staff Equality, Equity, Diversity and Inclusion Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy

- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definitions

In line with the Equality Act 2010, “**indirect discrimination**” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “**protected characteristics**” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.

- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the governing board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan (Appendix 1) demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be [date](#). If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents.

The school may collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Accessibility Audit

The governing board and SENDCO will undertake an annual Accessibility Audit using the template checklist in Appendix 2. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

6. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

7. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

8. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The Phase Leads, class teachers and the SENDCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. individual learning support plans.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum.

9. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

10. Monitoring and review

This policy and the Accessibility Plan will be reviewed on an tri-annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENDCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

Appendix 1- Accessibility Plan

Planning duty 1: Curriculum					
Target	Strategies	Who	When	Success Criteria	Review
To ensure that all staff have had up-to-date training on inclusive practice and adjustments.	Audit current staff CPD needs. Introduce and provide training on Hertfordshire Ordinarily Available Provision, Organise annual training sessions.	Headteacher, teachers, SENCO	Spring 2025	Staff demonstrate inclusive practice in observations; staff survey shows confidence in supporting diverse needs.	Annually
To ensure that all staff working with children with specific disabilities eg hearing impairment have received appropriate training.	Ensure children with specific disabilities have an individual learning support plan which has been shared with all staff. Organise appropriate training for specific staff working with particular children.	SENDCo / Classroom staff. External advisers.	Autumn 2025 Autumn 2026	All staff working with children with particular disabilities eg hearing impairment are confident in supporting the child.	Reviewed annually
To improve resources for pupils with sensory or cognitive needs (hearing, vision, dyslexia, etc.).	Audit resources; purchase aids as necessary eg visual aids, large-print texts, coloured paper, sound-field systems, coloured overlays, and assistive technology where appropriate.	SENDCo / ICT Lead	2025-26	Pupils report improved access; parent feedback indicates adequate support resources.	Autumn 2026
To ensure all pupils (including disabled and hearing-impaired) can access enrichment and extracurricular activities.	Monitor participation data; provide adult support or adjustments for trips, clubs, and performances.	Teachers, SENCO, Club Leads	Spring 2026	Equal participation rates across groups; all pupils represented in extracurricular data.	Ongoing annual review
To embed an inclusive curriculum where children's diversity is reflected and valued.	Review curriculum and extra-curricular activities to ensure representation of disability, including during assemblies. Neurodiversity Awareness Day to be an annual event in the school calendar. Provide children with the opportunity to share their experiences with their peers if they would like to.	Teachers, SENCO, Club Leads, SLT	Summer 2026	Pupil voice shows that all children feel that they are welcomed and valued, and that they see themselves reflected in the curriculum and all areas of school life.	Autumn 2026

Planning duty 2: Physical Environment					
Target	Strategies	Who	When	Success Criteria	Review
Maintain safe, accessible site entrances and internal routes.	Conduct annual accessibility audits (ramps, doors, thresholds, signage, parking bays).	Premises Manager / Health & Safety Link Governors/ Head	Spring 2026 Spring 2027	100% of routes compliant; no reported barriers to movement.	Annual
Maintain safe and accessible indoor and outdoor environments for pupils with specific disabilities.	Provide appropriate equipment for sensory circuits. Develop a safe space within each classroom for high-need pupils. Purchase appropriate sensory equipment eg inflatable 'peanut' toy, sensory tent, weighted jackets, beanbags to support children's self-regulation in the classroom.	SENDCo Class Teacher	Autumn 2025	The indoor and outdoor environments are safe and inclusive, meeting the needs of all pupils.	Annually
Develop outdoor and sensory spaces to support regulation.	Create quiet outdoor zones; provide range of accessible outdoor play activities at lunchtime; integrate into playtimes and wellbeing curriculum.	SENDCo EYFS/Play leader	Summer 2026	Spaces are upgraded and completed; break and lunchtime sessions are used daily for self-regulation and wellbeing.	Autumn 2026
Planning duty 3: Information					
Target	Strategies	Who	When	Success Criteria	Review
Ensure EAL families and those with communication difficulties can access key information.	Translate key documents; offer bilingual support; simplify language on newsletters.	Office Managers, SLT	Ongoing	Parental engagement improves. EAL parents report satisfaction with school communication.	Annual review

Ensure all parents have access to school communication.	Identify parents who do not have access to or find it difficult to engage with technology. Offer hard copies of all documents and communications.	Office Managers, SENDCo, Pastoral Mentor	Ongoing	All parents and carers are able to access school information and attend school events.	Annual review.
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Appendix 2- Accessibility Audit Template

Name of school	St Alban & St Stephen Catholic Primary School & Nursery
Date of audit	
Audit completed by	
Role	
Signature	

The accessibility action plan	Comments and Evidence
What changes to accessibility has the school made since creating its most recent accessibility plan?	
If any changes outlined in the accessibility plan have been denied or rejected, why is this?	
How does the school keep to the recommended timeframes outlined in its accessibility plan?	
If any timeframes outlined in the accessibility plan have been changed or extended, why is this?	
Access to the curriculum	Comments and Evidence
How do staff adapt lesson plans so that all pupils can participate and reach their full potential?	
How does the school ensure that all pupils have access to extracurricular activities?	
How does the school make sure all pupils with SEND are able to participate in school trips and activities?	
Does the school have a compliant admissions policy in place which offers fair and equal access to all pupils?	

How does the school enable all pupils to have access to the full curriculum without hinderance?	
What does the school put in place to ensure that all pupils feel secure, make progress and reach their full potential?	
How does the school make sure pupils with SEND can participate in physical activities in the curriculum?	
How does the school make use of its teaching assistants when supporting pupils with SEND?	
How does the school include all pupils in group work and class work?	
How does the school ensure all pupils have access to a broad curriculum and extra-curricular activities which are aspirational and include creative subjects such as art, drama and music?	
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?	
How does the school ensure that pupils with SEND have access to online learning materials and IT lessons?	
How does the school train staff to assist pupils with SEND to access online learning materials and participate in IT lessons?	
What learning resources does the school provide for pupils with sensory impairments?	
How does the school support pupils with disabilities that affect numeracy, literacy and speech?	
How are staff trained to meet the needs of all pupils?	
How does the school ensure it communicates effectively with pupils and parents with sensory impairments?	
How does the school seek feedback about accessibility from pupils, parents and staff?	
Access to the physical environment	Comments and Evidence
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care?	
How does the school enable pupils and staff with ambulatory impairments or wheelchairs to arrive to their next lesson safely and on time?	
How does the school make sure that pupils with hearing impairments are not put at disadvantage or risk, e.g. being notified when the school bell rings?	

How does the school ensure all visitors, staff members and pupils have equal access to all areas within the school premises?	
How does the school make sure that floors and lighting are suitable for pupils, staff and visitors who are visually impaired or who have physical disabilities?	
What measures are in place to ensure that pupils with difficulty reading or EAL understand signage on the premises?	
Car park and school grounds	Comments and Evidence
How does the school ensure carparks and access and egress routes are clearly identified?	
What does the school have in place so that access and egress routes and car parks are smooth, flat and slip-resistant?	
How does the school make sure that access routes are wide enough for wheelchair users and those with ambulatory difficulties to manoeuvre?	
How does the school keep access routes from being misused?	
How does the school make sure access routes are free from obstructions?	
How does the school make sure that access routes are adequately lit?	
How does the school keep access routes free from snow, fallen leaves and litter?	
External ramps and steps	Comments and Evidence
Does the school have fixed or temporary ramps available to enable safe access to the building for pupils, staff and visitors?	
If the school does not have ramps to all pupil-, staff- and visitor-accessible buildings, why is this?	
Do the ramps have handrails on one side, both sides, or none?	
If the school does not have handrails on its ramps, why is this?	
How does the school keep the surfaces of its ramps slip-resistant?	
How does the school keep the ramps adequately lit?	
How does the school ensure the ramps are clearly identifiable?	
How does the school keep the ramps safe for use and in good working condition?	
Entrances	Comments and Evidence
How does the school make building entrances clearly distinguishable from the façade?	
If any doors are made of glass, how does the school ensure they are clearly visible?	

How does the school make sure all entrances are wide enough for wheelchairs to pass through, and for wheelchair manoeuvring either side?	
How does the school ensure that doors can be used at both seating and standing height?	
How does the school make sure that all door handles can be grasped and operated easily?	
How does the school make power-operated doors identifiable?	
How does the school make sure that entryway surfaces are slip-resistant, even when wet?	
Corridors and aisles	Comments and Evidence
How does the school make sure its corridors, passageways and aisles are wide enough for wheelchair users to move and turn, and for other people to pass?	
How does the school keep all areas of passage free from obstacles, hazards and slippery surfaces?	
How does the school use its lighting to help those with visual impairments or visual sensitivities?	
How does the school use visual clues to help pupils, staff and visitors orientate themselves in passageways?	
How does the school use tactile signs and information to help those with visual impairments find their way?	
Does the school consider the travel distances of those with ambulatory disabilities?	
Does the school use induction loops and couplers in its corridors, assembly halls and telephones; if so, how are these systems maintained?	
Reception	Comments and Evidence
How does the school make sure that signs in reception are suitable for everyone, and that signs are viewable from both seating and standing positions?	
How does the school make sure its reception areas are adequately lit for those with visual impairments?	
How does the school keep its reception areas free from obstacles and hazards?	
How does the school ensure that reception fixtures can be used at both seating and standing height?	
Do all reception areas have an induction loop?	
If any of the school's reception areas are not fitted with an induction loop, why is this?	

How does the school ensure telephones and other fittings are suitable for all users?	
If the school has any aids to help people navigate the building, how are these adapted for use by those with disabilities?	
Doors	Comments and Evidence
How does the school ensure its doors are clearly distinguishable?	
How does the school make sure that people at seated height can be seen through glass panes in doors?	
How does the school make sure that its doors are wide enough for wheelchair users to manoeuvre?	
Does the school have power assisted doors fitted?	
If the school does not have any power assisted doors, why is this?	
If the school has fitted power assisted doors, how are these maintained?	
Lavatories	Comments and Evidence
How does the school ensure lavatory provisions are available to pupils, staff and visitors with disabilities?	
How does the school make lavatory and disabled lavatory facilities clearly identifiable?	
How does the school make lavatory fittings and handrails distinguishable from their backgrounds?	
How does the school ensure lavatory handles and locks can be easily gripped and operated by everyone?	
How does the school make sure lavatories/disabled lavatories are appropriately lit?	
Does the school make sure disabled lavatories are fitted with an emergency cord, and that it is long enough to be operated from the floor?	
How does the school maintain the emergency call system?	
If the school has not fitted an emergency call system, why is this?	
How does the school ensure staff are trained to respond to the emergency call system? How is this training maintained and monitored?	
How does the school ensure wheelchair-accessible lavatories are wide enough for wheelchair users to properly manoeuvre?	
How does the school make sure lavatory fittings and handwashing facilities are accessible from both seated and standing positions?	

How does the school make sure taps can be operated by those with limited dexterity, grip and/or strength?	
How does the school make sure lavatory signage is suitable for those with visual impairments?	
Has does the school ensure that disabled lavatories are not being misused?	
How does the school make sure lavatories are free from obstacles, hazards, spills and slippery surfaces?	
Fixtures and fittings	Comments and Evidence
How does the school ensure that all desks and counters are accessible to those at both standing and seated height?	
If there is fixed seating, e.g. in an assembly hall, how does the school ensure there is accessible space for those with ambulatory disabilities and wheelchair users?	
How does the school make sure vending machines, hot drinks machines and water fountains, etc., are suitable for everyone?	
How does the school ensure that fixtures are clearly distinguishable from their backgrounds?	
How does the school make sure display boards, blackboards and whiteboards, etc., are all viewable from seated and standing positions?	
How do staff ensure those with visual impairments have access to information on display boards?	
How does the school make sure bookshelves are accessible to everyone?	
How does the school allow wheelchair users and those with ambulatory disabilities to have access to seating in dining halls and room to manoeuvre?	
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in classrooms and room to manoeuvre?	
What does the school have in place to allow wheelchair users and those with ambulatory disabilities access to seating in staff rooms and room to manoeuvre?	
How does the school ensure dining halls, food counters and kitchens are clearly identifiable?	
How does the school ensure classrooms are clearly identifiable?	
How does the school ensure staff rooms, offices and staff-only areas are clearly identifiable?	
If there are lockers, how does the school ensure pupils and staff with disabilities have suitable access to them?	

Means of escape	Comments and Evidence
How does the school ensure its fire alarm system is visual as well as audible, including inside lavatories?	
How does the school make sure all emergency exit routes are accessible and wide enough for wheelchair users, with room for others to pass?	
Does the school ensure emergency exit signs are suitable for everyone?	
How does the school check the effectiveness of its evacuation, invacuation and lockdown strategies for people with disabilities?	
How has the school ensured that pupils and staff who require a personal evacuation plan (PEP) are provided with one?	
How does the school keep emergency exit routes free from obstacles, hazards or slippery surfaces?	
What does the school have in place to check warning devices and detectors regularly?	
Access to information	Comments and Evidence
How has the school ensured its buildings are suitable for those who require hearing assistance?	
Does the school accommodate for large-print, alternate colour or tactile versions of information, such as letters, maps and leaflets? If not, why is this?	
Has the school arranged for audio versions of information? If not, why is this?	
What arrangements has the school made to train staff to communicate with those who have sensory disabilities during open days and events?	
How has the school ensured all relevant areas of the school are clearly signed for those with visual impairments, including colour blindness?	
How has the school ensured all relevant areas of the school are clearly signed for those with hidden disabilities, such as autism or dyslexia?	
How has the school ensured its website is accessible to everyone, such as the incorporation of translation features and audio reading?	