

Learning Together for Life

Jesus said, 'Love one another as I have loved you' John 15:12, New Testament

Stepney Greencoat

Church of England Primary School



Accessibility Plan

This plan should be read alongside the school's SEND Information Report, SEND policy, equality information and objectives, Supporting Pupils with Medical Conditions policy and relevant health, safety and evacuation arrangements.

1. Purpose and statutory framework

This Accessibility Plan sets out how the school will increase accessibility for disabled pupils over the period 2026-2029. It is prepared in accordance with paragraph 3 of Schedule 10 to the Equality Act 2010.

The responsible body of a school must prepare, keep under review and implement a written accessibility plan. The plan must address improvements over time in three statutory areas:

- increasing the extent to which disabled pupils can participate in the school's curriculum;
- improving the physical environment of the school so that disabled pupils can take advantage of education, benefits, facilities and services provided or offered by the school; and
- improving the delivery to disabled pupils of information that is readily accessible to pupils who are not disabled, within a reasonable time and in ways that take account of pupils' disabilities and any preferences expressed by them or their parents/carers.

The school also recognises its duties under the Equality Act 2010 not to discriminate unlawfully against disabled pupils and to make reasonable adjustments, including the provision of auxiliary aids and services where required. The duty to make reasonable adjustments is anticipatory: the school considers in advance the barriers disabled pupils may face and the adjustments that may be needed.

2. Definition of disability

For the purposes of the Equality Act 2010, a person is disabled 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.

The school recognises that disability may include physical, sensory, learning, communication, neurodevelopmental and mental health impairments, and that not all disabilities are visible.

3. Our commitment

The school is committed to equality of opportunity, inclusion and the removal of barriers to participation. We aim to ensure that disabled pupils are able to participate as fully as possible in school life, including teaching and learning, enrichment, trips, residential visits, collective worship, clubs and other activities.

Accessibility is the responsibility of the whole school community. The school will work with pupils, parents/carers, staff, governors and relevant professionals when identifying barriers and planning reasonable and proportionate improvements.

4. Current accessibility arrangements

The school will maintain an up-to-date understanding of accessibility across the following areas:

Curriculum and participation

- Teachers plan for a range of needs and make reasonable adjustments to teaching, resources, assessment and classroom organisation.

- Pupils may use alternative methods of recording, assistive technology, visual supports, adapted resources or specialist equipment where appropriate.
- The school seeks specialist advice and training where this is required to support individual pupils.
- Educational visits and extra-curricular activities are planned so that reasonable adjustments can be considered in advance.

Physical environment

- The school reviews the accessibility of buildings, external areas, entrances, circulation routes, toilets, classrooms and other facilities.
- Individual arrangements, including personal emergency evacuation plans (PEEPs), are put in place where required.
- Accessibility is considered when repairs, refurbishment, furniture changes or other premises works are planned.

School-specific current strengths and known barriers:

- KS2 Classrooms on second floor with no stair free access
- Small door frame lips into each classroom external door from playground across Reception, Year 1, 3 and 4
- No disabled toilet on the second floor

Accessible information and communication

- Information can be adapted to meet individual needs, for example through larger print, visual support, electronic formats, oral explanation or other appropriate formats.
- The school seeks advice from specialist services where necessary.
- The school takes account of the communication preferences of disabled pupils and their parents/carers.
- School information and forms are reviewed with accessibility in mind, and support is provided to families who need help to access or respond to information.

5. Roles and responsibilities

The Federation Board is the responsible body for ensuring that an Accessibility Plan is prepared, published, implemented and kept under review. The Headteacher and Head of School have overall operational responsibility for implementation. The Inclusion Lead coordinates accessibility in relation to pupils with SEND and disabilities, working with staff, families and external professionals. Premises staff and school leaders contribute to physical-access planning, and all staff are responsible for implementing agreed reasonable adjustments in their areas of work.

6. Monitoring, review and resources

Progress against the action plan will be reviewed at least annually and reported through the school's appropriate governance arrangements. The plan may be revised sooner where pupil needs change, barriers are identified, significant premises works are planned, or legislation/guidance changes.

The Federation Board will have regard to the resources required to implement the plan. Some adjustments can be made through existing staffing, training and resources; others may require specific budgeting, specialist advice or planned capital works.

The school will publish this plan as part of its SEND information and will make a paper copy available on request. Where reasonably required, the school will provide the plan in an alternative accessible format.

7. Accessibility Action Plan 2026-2029

A. Increasing access to the curriculum

Priority / barrier	Action	Lead	Timescale	Resources	Success criteria / evidence	Review / progress
Identify barriers to curriculum participation for disabled pupils.	Complete an annual accessibility review with pupil/parent voice and staff input; record adjustments and priorities.	SENCO / SLT	Autumn annually	Staff time	Barriers are identified early and reasonable adjustments are planned and recorded.	
Ensure staff have appropriate knowledge and skills.	Provide targeted training linked to current and anticipated needs, including communication, sensory, physical and learning needs.	SENCO	Ongoing	CPD budget / specialist advice	Staff confidence and practice improve; pupils can participate more independently.	
Ensure technology and alternative recording support access.	Audit assistive technology and alternative recording options; provide or update equipment/software where reasonable and appropriate.	SENCO / Computing Lead	2026-29	Existing devices / budget as required	Pupils can demonstrate learning using appropriate methods and barriers to recording are reduced.	
Ensure trips, clubs and enrichment are accessible.	Consider accessibility at the planning stage, complete appropriate risk assessment and make reasonable adjustments, including staffing or transport where required.	Visit / club leads	Ongoing	As required	Disabled pupils are able to participate in enrichment and educational visits wherever reasonably possible.	

B. Improving the physical environment

Priority / barrier	Action	Lead	Timescale	Resources	Success criteria / evidence	Review / progress
Maintain a current understanding of physical accessibility.	Complete and document an annual site accessibility audit covering entrances, routes, classrooms, toilets, signage, lighting, acoustics and outdoor areas.	HoS / Premises Lead	Annual	Staff time / professional advice if required	A current audit identifies barriers and informs premises priorities.	
Address school-specific physical barriers.	Record identified barriers here and agree reasonable, proportionate actions. Example: review narrow doorways, thresholds, access routes or furniture layout where relevant.	HoS / Federation Board	2026-29	To be costed	Agreed improvements are completed or a documented plan/rationale is in place.	
Ensure safe emergency evacuation.	Review individual evacuation needs and prepare/update PEEPs where required; test arrangements through drills.	SENCO/ HoS/ DSL team / Premises	As required; review annually	Existing resources / equipment if required	Disabled pupils can be evacuated safely with appropriate support.	
Build accessibility into premises decisions.	Consider inclusive design and accessibility whenever refurbishment, repairs, furniture procurement or estate improvements are planned.	HoS / Premises / Federation Board	Ongoing	Project budgets	New works do not create avoidable barriers and, where feasible, improve accessibility.	

C. Improving access to information

Priority / barrier	Action	Lead	Timescale	Resources	Success criteria / evidence	Review / progress
Ensure pupil information is available in accessible formats.	Identify individual information-access needs and provide appropriate formats such as large print, electronic text, visual	SENCO / Class teachers	Ongoing	Existing resources /	Disabled pupils receive information in a form they can access within a reasonable time.	

	support, audio or specialist formats where required.			specialist support		
Improve accessibility of parent/carer communications.	Review key letters, forms and digital communications; provide support, alternative formats or translated information where appropriate.	Office / SLT	Annual review	Staff time / translation where required	Families can access and respond to essential school information.	
Maintain accessible digital content.	Use clear structure, meaningful headings, readable documents and accessible digital formats; review website/document accessibility as content is updated.	Office / Website Lead	Ongoing	Staff time / provider support	Published information is increasingly accessible and identified barriers are addressed.	
Respond to individual communication preferences.	Record and act on reasonable communication preferences expressed by disabled pupils or their parents/carers.	SENCO / Office	As required	Existing resources	Communication arrangements reflect individual needs and preferences.	

8. Related documents

- SEND Information Report
- SEND Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- Educational Visits procedures
- Fire safety and emergency evacuation arrangements / PEEPs
- Admissions information

9. References

Equality Act 2010, Schedule 10 - Accessibility for disabled pupils.

Department for Education - What maintained schools must or should publish online (SEND section).

Department for Education - Special educational needs (SEN) and disabilities: guidance for school governing boards.

Department for Education - Inclusive education estates (2026), where relevant to premises planning.