



Accessibility Plan

This policy applies to Steephill School, including the EYFS setting.

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Next review due: January 2029

Ethos and aims

Steephill School strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil can participate fully in the life of the school. The school is committed to providing an environment that enables full curriculum access, valuing and including all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Legislation and guidance

Steephill School is committed to meeting legislative requirements, providing access and nurturing a culture of inclusion, support and awareness. This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 requires schools to make 'reasonable adjustments' for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. Steephill School's Special Educational Needs and Disability (SEND) Policy and Information Report sets out the school's policy on reasonable adjustments.

Steephill School will not treat disabled pupils less favourably and will make reasonable adjustments to avoid putting disabled pupils at a disadvantage. The school has regard to the need to allocate adequate resources for the implementation of this Policy.

Definition of disability and scope of the plan

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Steephill school's Special Educational Needs and Disability (SEND) Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities, and how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how Steephill School will manage this aspect of the SEND provision.

The school's Accessibility Plan contains relevant and timely actions to:

- increase the extent to which disabled pupils can participate in the school's 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. It also includes entry into the school.
- improve the school's physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School. This includes improvements to the physical environment of the school and physical aids to access education, and
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the school

will make written information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

Steephill School recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities; we also respect the parents and child's right to confidentiality.

The school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Please see out guarding and Child Protection Policy

The plan will be made available online on the school website and paper copies are available upon request.

Steephill School has consulted staff with responsibility for the induction arrangements for new pupils to ensure that the particular needs of disabled pupils are recognised in advance, that suitable staff training is provided and that any modifications to the curriculum or premises are fed into the plan before the arrival of the new pupils.

Other relevant policies

The Accessibility Plan should be read in conjunction with the following school policies:

- Special Educational Needs and Disability and Information Policy
- Safeguarding and Child Protection Policy
- Admissions Policy
- Positive Behaviour Policy
- Exclusion Policy
- Complaints Policy
- Health and Safety Policy
- Curriculum Policy
- Equality Opportunities Policy

Context of the School

Steephill School comprises of 6 separate buildings, the oldest of which is over 100 Years old. There are some DDA challenges within the oldest building which has narrow corridors and steep stairs. The mobile buildings have a step/s to the building. The outside areas have some ramps however the rural location would provide some challenges.

Improving access to the Physical Environment

| Targets | Action and Resource Required | Timescale | Responsibility | Evidence of Implementation |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------|---------------------------------------------------|
| Short Term | | | | |
| Exterior lighting to enhance visibility | <p>Survey to be conducted.</p> <p>Non-working lights to be rectified.</p> <p>Additional lighting to be installed as required</p> | May 2026 | Site Manager | Survey to be conducted once completed |
| Survey and remedy incorrectly laid paving slabs to remove trip hazards | <p>Survey to be conducted.</p> <p>External contractor to refit that have been fitted incorrectly</p> | May 2026 | Site Manager Bursar | Survey to be conducted once completed |
| Medium Term | | | | |
| The decor and / or signage is not confusing or disorientating for children / young people with a visual impairment, autism or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability. | <p>Full audit of signage on site</p> <p>Consultation between SENCo and Bursar to identify changes needed</p> <p>Signs to be made/ordered</p> <p>Signage to be erected</p> | December 2026 | Site Manager Bursar SENCo | Second audit completed and deemed to be completed |
| Edges of external steps are painted in yellow to flag up start and stop of | Steps to be painted to be identified | December 2026 | Site Manager | Steps painted |

| | | | | |
|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|------------------------------------------------------------------|----------------------------------------------------------|
| stairs to support people with a VI. | Yellow paint to be purchased and applied | | | |
| Long Term | | | | |
| Investigate the use of and installations of portable hearing loops | Conduct a survey to identify needs. Obtain estimates and conduct feasibility survey | June 2027 | Bursar Health and Safety Governors | Quotation to be obtained and presented to Governing Body |
| Investigate the possibility of stair free access to all areas of the school | Identify all inaccessible areas Consider options for adapting individual areas and consider feasibility Obtain quotes for remedial work Schedule remedial work to be conducted during school holiday periods | Summer 2029 | Health and Safety Governors Bursar Site Manager | Survey completed and all areas deemed accessible |

Improving access to the curriculum

| Targets | Action and Resource Required | Timescale | Responsibility | Evidence of Impact / Outcomes |
|-----------------------------------------------------|--------------------------------------------------------------------|----------------|---------------------------|---------------------------------------------------------------------------------------------------------------------------|
| Short Term | | | | |
| Create a baseline assessment for new children | Pixl baseline assessment for each year group and each core subject | July 2026 | CR-assessment coordinator | Children's gaps are identified quickly and early identification in place |
| Adaptive teaching training | Use of CUSP videos and PPTs | May 2026 | CM-curriculum leader | Children with additional needs are able to access the curriculum. |
| Diabetes training (Yr6) | Diabetic nurse to give training | May 2026 | GB/BS | Child is looked after by 2 members of staff. Trips/residential are supported by 1 of the members of trained staff. |
| Medium Term | | | | |
| Targeted training for staff around SEND | PPTs created around dyslexia and neurodivergence | September 2026 | CR | Staff are aware of needs around this SEN area |
| Provide communication equipment to support learning | Speaking tins Visual timetables in all classrooms | July 2026 | CR | Children are able to access the curriculum |
| Review access arrangements in line with 11plus | Access arrangements course through Kent | May 2028 | CR | Children in the school receive access arrangements in line with 11 plus |

| Long Term | | | | |
|--------------------------------------|-------------------------------------------------------|----------------|-------|------------------------------------------------------------------------------------------------|
| Alternative methods of communication | Computers with accessibility resources | September 2027 | CR/EC | Children with dyslexia, processing, motor skills needs are given full access to the curriculum |
| Improved access for all in clubs | Audit of club uptake in line with equal opportunities | May 2028 | CR/GB | A range of clubs are offered to ensure all children have access to something |

Improving access to information

| Targets | Action and Resource Required | Timescale | Responsibility | Evidence of Impact / Outcomes |
|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|----------------|----------------|--------------------------------------------------------|
| Short Term | | | | |
| Ascertain parental need and offer alternative methods of providing information | During initial transition of children | July 2026 | GB | Parents are able to access all information from school |
| Audit of child with hearing impairment | CT to audit information given by external agency | January 2026 | CM | Child is able to access the curriculum |
| Medium Term | | | | |
| Train teachers in variety of adaptive teaching resources including use of coloured slides to support dyslexia, larger font | Part of SEN CPD | September 2026 | CR | All children can access the curriculum |

| Long Term | | | | |
|------------------------------------------------------------------|-----------------------------------------------|-----------|-----|--------------------------------|
| Ensure digital content meets recognised accessibility guidelines | Guidelines read and understood and adhered to | July 2027 | SLT | All can access our information |