



Accessibility Plan (Ref 20MPTAPT)



Mosaic Partnership Trust

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St Stephen's Junior School

The areas highlighted in red should be completed by the school and shared with the Academy Community Council for adoption. Each plan will then be collated at Trust level and published on the Trust website.



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History of most recent Policy changes

Version	Date	Page	Change	Origin of Change
V1.0	01/09/2024	Whole Document	Template for Academy use created	Requirement to have an accessibility plan in place for each school within the Trust



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1 Introductory Statement

- 1.1 This Accessibility Plan (Plan) covers the period from September 2025 – July 2028 but will be reviewed on an annual basis. The plan is available in large print or other accessible formats if required.
- 1.2 The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010 and should be read in conjunction with the Trust's Equality and Diversity Policy (which includes a written statement and objectives).
- 1.3 The Mosaic Partnership Trust and its schools are committed to providing an environment which values and includes all children, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of inclusion.

2 Background

The school layout and facilities

- 2.1 The school is committed to making reasonable adjustments to allow disabled pupils to access educational provision.
- 2.2 Key Stage 2 is partially accessible to all children, as eight classrooms are located on a ground floor and are wheelchair friendly. There is a ground floor disabled toilet, which does include shower facilities. Access to the four second-floor classrooms are currently via stairs, the second-floor does not have a passenger lift
- 2.3 Other facilities for Key Stage 2 are located on the ground floor and include the staff room, two thrive rooms, Sensory room, library, and two group rooms these are completely accessible.
- 2.4 We plan, over time, to increase the accessibility of provision for all children, staff and visitors to the school in the following areas:
 - Access to the premises (physical environment)
 - Access to the curriculum (learning and social)
 - Access to information
- 2.5 In the sections below there are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be a need for ongoing awareness training for all staff in relation to disability discrimination and accessibility.
- 2.6 The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equality, Diversity and Inclusion Statement
 - Equality Information and Objectives Policy
 - Health and Safety Policy
 - SEND Policy



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- 2.7 The Plan will be monitored through the Academy Community Council but also by the Trust Central Team. There will be a full review of the Plan in July 2025 in relation to progress against the objectives and then a further review in July 2026 and a final review in July 2027. The plan aims to be a live document so will be updated annually but with a new plan replacing this plan in September 2027. As the school joined the Mosaic Partnership Trust in the Summer of 2024, one of the key objectives in the context of 2.6 is for the Trust to gain an overview of accessibility and therefore there are some common targets for improvement trust wide.
- 2.8 Welcoming and preparing for disabled children is a really important part of the Mosaic Partnership Trust ethos and aligns with our focus on equality, diversity, inclusion and belonging. The following is an outline of how our schools' approach this. Where it is practicable to make reasonable adjustments to enable a prospective child to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments. To meet the needs of disabled children, the school requires full information in relation to admitting a child. The school will ask prospective parents/carers of children to disclose whether their child has received any learning support, has an educational psychologist's report, or have any disability or other condition of which the school should be aware. Where a child has an Education, Health and Care (EHC) plan, the school will work with the relevant Local Authority (LA) who makes and maintains the EHC plan to ensure that the identified provision is delivered in an appropriate manner. In assessing the child or prospective child, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality. In the context of staff from our recruitment processes through to day to day working within the Trust we are committed to equal opportunities and to make reasonable adjustments to support our employees. We are equally sensitive to any issues of confidentiality in the context of our staff.



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3.0 Access to premises (physical environment)

Aim	Targets for improvement	Actions	Lead staff	Timeframe	Milestones
Improving the physical environment of the school to increase access to education by disabled children	School self-evaluation of current accessibility in the physical environment.	A self-assessment of accessibility will take place through the form of a survey commissioned by the Trust Estates and Operations Manager. This will then be used to inform the Trust Estates Strategic overview and will allow the Trust to work with the school to prioritise work in relation to accessibility alongside urgent works related to conditions and decarbonisation surveys.	Trust Estates and Operations Manager Headteacher SENCO SBM	Survey to take place in the Autumn Term 2024 The Trust will prioritise the work in terms of accessibility across the Trust Estate in the Spring and Summer Term 2025	Dec 24 School completes Trust Accessibility Survey
					Apr 25 Trust Estates and Operations Manager collates and presents findings
					Jul 25 Work prioritised for across the Trust Estate in conjunction with other urgent works.



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	Ensure school policies incorporate the requirements to address the school's equality duties relating to pupils who have a disability	As policies are written / reviewed they will be checked to ensure that they incorporate the requirement to address equality duties	School based Lead staff	Ongoing	
	Ensure that the need to meet the school's equality duties relating to pupils who have a disability is considered by all ACC's	The terms of reference (TOR) for all governor's committees will contain an item 'having regards to matters of accessibility for pupils who have a disability	Clerk to ACC's	During TOR approval cycle	

4.0 Access to the curriculum (learning and social)

Aim	Targets for improvement	Actions	Lead staff	Timeframe	Milestones
Increasing the extent to which disabled pupils can participate in the school curriculum	School self-evaluation of current accessibility in the context of the curriculum with areas such as Science, PE, DT and learning	A self-assessment of accessibility will take place through the form of a survey commissioned by the Trust Estates and Operations Manager. This will then be used to inform and Accessibility overview and will allow the Trust to work with the school to prioritise	Trust Estates and Operations Manager Headteacher SENCO SBM	Survey to take place in the Autumn Term 2024 The Trust will look at subject areas where training and support may be required in the	Dec 24 School completes Trust Accessibility Survey Engagement from the Trust with Wiltshire LOTC re. training



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	<p>outside the classroom</p>	<p>potential training and support in this context.</p> <p>The Trust will engage with Wiltshire LOTC in the context of training support for schools around ensuring trips and visits are accessible to those with a disability.</p>	<p>EVC</p>	<p>Spring/Summer Term 2025.</p> <p>The Trust will work with Wiltshire LOTC in the context of training and support from the Autumn Term 2024.</p>	<p>Apr 25 Trust Estates and Operations Manager collates and presents findings</p> <p>Jul 25 Implementation of training and support as appropriate.</p>
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	Increase access to the curriculum for pupils with a disability	Continue to offer a differentiated curriculum for all pupils, ensuring the SENCO is aware of any neurodiverse conditions and including them in their SEN action plans.	Headteacher / SENCO	Ongoing	
		Continue to update teacher knowledge, skills and understanding on differentiating the curriculum by monitoring of planning, lesson observations and book looks to identify training needs.	Headteacher SENCO	Ongoing Monitoring Ongoing	
		Continue to use resources tailored to the needs of pupils who require support to access the curriculum including use of aids and equipment.	SENCO	Ongoing Monitoring	
		Ensure that pupils who have been diagnosed as dyslexic or have dyslexic tendencies are able to fully access the curriculum by carrying out dyslexia screening, putting strategies in place e.g., use of coloured acetate when reading, coloured paper for writing, interventions.	Teachers / SENCO	Ongoing Monitoring	
		Ensuring targets are set effectively and are appropriate for pupils with additional needs.	Headteacher / SLT	Ongoing Monitoring	
		Ensuring when reviewing the curriculum, it meets the needs of	Teachers	Ongoing Monitoring	



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		<p>all pupils as well as liaising with any outside agencies that may help implement this. Eg Speech and language etc</p> <p>Classrooms to be organised to promote the participation and independence of all pupils by sharing examples of good practice re layout and classroom accessibility with teaching staff. Use learning walks to monitor classroom layout and organisation of resources. Provide feedback and recommendations to teaching staff.</p>	SLT / SBM	Ongoing Monitoring	
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5.0 Access to information

Aim	Targets for improvement	Actions	Lead staff	Timeframe	Milestones
<p>Improving the access to information for pupils and staff with a disability</p>	<p>Schools through the Trust self-evaluation audit their accessibility in terms of information.</p>	<p>A self-assessment of accessibility will take place through the form of a survey commissioned by the Trust Estates and Operations Manager. This will then be used to inform the Trust Accessibility overview and will allow the Trust to work with the school to look at the accessibility of information particularly for those that may have a disability and are also vulnerable/disadvantaged.</p> <p>Update information on school website (if appropriate) to provide links to partner organisations.</p> <p>Trust website will be updated to contain links to the relevant partner organisations</p>	<p>Trust Estates and Operations Manager</p>	<p>Survey to take place in the Autumn Term 2024</p>	<p>Dec 24 School completes Trust Accessibility Survey</p>
	<p>Ensure all members of the community know about the relevant SEND support services provided by the Local Authority or neighbouring Local Authority where the school is cross border. This will include parent/carer organisation and SEND and You.</p>		<p>Headteacher</p>	<p>The Trust will look at how schools currently share information and the levels of accessibility and will provide support and guidance on improving as appropriate from Spring 2025</p>	<p>Apr 25 Trust Estates and Operations Manager collates and presents findings</p>
	<p>Trust Strategic Lead for Inclusion and SEND</p> <p>SENCO</p> <p>SBM</p> <p>Trust Governance and Compliance Professional</p>		<p>Jul 25 Consistency of accessibility of information developed across the Trust</p>		



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	Improve Delivery of information to pupils with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes – Email or Paper copies if requested. Social Media We will translate where possible into different languages – Our website has a translate feature build in Large print resources if needed. Pictorial or symbolic representations if needed.	Office / SENCO / SLT	Ongoing	
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