|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Aspect** | **Access to the Curriculum/ Physical Environment/ Information**  *Delete as appropriate* | | | |
| **C**  **CHALLENGE** | What is the barrier to access in this situation? | | | |
| **S** | Step | Is this barrier related to use of space or the environment? |  |
| **T** | Task | Is this barrier related to the task? |  |
| **E** | Equipment | Is this barrier related to equipment? |  |
| **P** | People | Is this barrier related to people and access to support? |  |
|  | | | |
| **S**  **SOLUTION** | What needs to be done to enable access? What does the solution look like? | | | |
|  | | | |
| **A**  **ACTIONS** | What needs to be done to achieve the solution? What target(s) need to be recorded on the relevant Accessibility Action Plan. | | | |
|  | | | |
| **R**  **RESOURCES** | What resources are required to achieve this solution? | | | |
|  | | | |

**About the Template**

This template forms part of the pdnet *Accessibility Planning Toolkit*, which aims to support schools to effectively evaluate the accessibility of their provision and plan to improve access for learners, particularly those with a physical disability. Download the full Toolkit [here](https://pdnet.org.uk/media/pdnet-Accessibility-Planning-Toolkit-for-Schools.pdf).  
  
For guidance and examples around using the CSAR-STEP approach please refer to page 21 in the Toolkit.