



Accessibility Plan

Approved by Governors: September 2025

To be reviewed: September 2027 (or in light of any new legislation)

Accessibility Policy – September 2025

Introduction

This plan is required by the *Equalities Act* 2010.

Aims and Objectives

1. To ensure all pupils have full access to the curriculum and to the school.
2. To ensure all students and staff are not treated less favourably.
3. To ensure the school makes reasonable adjustments for disabled pupils and staff.

Principles

- Compliance with the *Equalities Act* 2010, the *SEND Code of Practice* (2015) and our school's Safeguarding Policy documents.
- Not to discriminate against our school community or our admissions and exclusions.
- Not to treat any disabled pupil or member of staff less favourably.
- Take all reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- We recognise parents' knowledge of their child's ability to carry out normal activities and respect the parent's and child's right to confidentiality.
- In carrying out their duties that Governors and staff will have regard to the *Disability Rights Commission Code of Practice* (2002).
- To provide all pupils with a broad and balanced curriculum differentiated and adjusted to meet the needs of individual pupils and their learning styles by setting suitable learning and assessment for individuals or groups of learning needs and overcome barriers to learning and assessment for individuals or groups of pupils.

Key Points

1. We have reduced barriers to accessing the curriculum and to enable full participation in our school community for pupils.
2. School is fully wheelchair accessible and a lift is available to gain access to the classrooms and office section of the building.
3. In the instance of severe disability issues, alternative arrangements may be needed. We may involve the local authority when appropriate for guidance.

4. Provide for participation in the wider curriculum of the school such as after school clubs, cultural activities and school visits.
5. Improved communication with pupils, parents and staff concerning curriculum, handouts, timetables and school events.

Ongoing Activity

- We will continue to seek and follow advice from LA services such as specialist teachers, advisors, health and safety and SEND advisors and other appropriate professionals.
- We will continue to adapt the physical environment to allow pupils and staff access to facilities by meeting their needs.

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers	To create access plans for individual disabled children as part of the IEP process.	As required	SENDCo's / class teacher	IEPs are in place for disabled pupils, and all staff are aware of pupils' needs.
	To ensure staff and governors can access areas of school used for meetings	As required	Headteacher	All staff & governors are confident that their needs are met. Meetings held in ground floor rooms if necessary.
Ensure the school staff & governors are aware of access issues	Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met.
	Staff to share SEND information to support staff to ensure continuity of care for the children	Ongoing process	Headteacher SENDCo's	Supply Staff are aware of needs of SEN children at all times.

Ensure everyone has access to the reception area	Ensure that nothing is preventing wheelchair or pram/buggy access.	Daily check to ensure the area is clear of obstructions	Site Supervisor / Health & Safety Leader / HT	Disabled parents / carers / visitors feel welcome
Maintain safe access for visually impaired people	Ensure yellow paint is on step edges (e.g. access to playground). Check exterior lighting is working on a regular basis.	Monthly Weekly	Site Supervisor / Health & Safety Leader Site Supervisor	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated	Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENDCo information.	Annually Autumn Term 2025	SENDCo's / Headteacher Headteacher to remind staff	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from SEND Service in Lancashire on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum

Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff / Headteacher	All disabled personnel and pupils have safe independent exits from school
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Access to the Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings.	Ongoing	SENDCo's / Headteacher	Raised confidence of support staff.
Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child.	Ongoing	SENDCo's	All staff are aware of individual's needs.
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	Ongoing	EVC / SENDCo's	All pupils are able to access all school trips and take part in a range of activities.

Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	As required	SENDCo's & PE Subject Leader	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Annually	SENDCo's & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available - especially after school.	As required	SENDCo's & Headteacher	Disabled children feel able to participate equally in out of school activities.

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Inclusive discussion of access to information in governor meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages	Annually	SENDCo's & Headteacher	Staff more aware of preferred methods of communication, and parents feel included.

