



Love ~ Respect ~ Shine Accessibility Plan

Version	Author	Policy approved by	Approval date	Review date	Changes made?
V1	K.Lofthouse	Full Governing Body	Autumn 2019	Autumn 2022	Y – updates relevant to school community.
V2	P.Glynn	Full Governing Body	Autumn 2022	Autumn 2025	

	P Gynn	Full Governing Body	Summer 2026	Summer 2029	
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Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships (Shrewsbury Diocese and Stockport LA) to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

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 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
<p>To increase access to the curriculum for all pupils</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>Learning is personalised where necessary to meet the needs of specific children. Eg worksheets for children with visual impairments are enlarged onto buff paper.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Children understand that disability is a Protected Characteristic.</p>	<p>Through adaptive teaching we ensure that all pupils with EHCPs and additional needs are included in every lesson.</p> <p>Protected Characteristics explored through assemblies.</p>	<p>SENCO to monitor progress of children on the SEND register</p> <p>CPD training on adaptive teaching.</p> <p>Staff attend CPD to support specific children.</p> <p>Obtain a quote for an update to our soundfield system.</p>	<p>SENCO</p> <p>Headteacher</p> <p>SBM</p> <p>Headteacher</p>	<p>Ongoing</p>	<p>Children with EHCPs or specific learning needs will be noted on planning</p> <p>Staff will attend CPD.</p>

	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>Liaison with Ethnic Diversity Team in order to support children with EAL.</p>			<p>EAL co-ordinator</p>		
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Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into EYFS each year.	To identify pupils who may need adapted or additional provision To liaise with pre-school providers to prepare for the new intake of children into EYFS each year To ensure staff have received adequate training before each new school year. Head Teacher and Teachers meet all pupils in person before school term. Staggered introduction days at start of term.	Time Allocated CPD training School prospectus on website Transition to EYFS via parent meetings and other Healthcare professionals.	Teachers to visit SEN children in Nursery settings.	HT SENCO Teachers	On going	Provision set in place ready for when the children start school Teaching staff have a clear picture of lesson delivery at the start of each term and can adjust teaching pedagogy. EYFS staff have understanding of pupil needs before new school year.

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
<p>To maintain and improve access to the physical environment.</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>SENCO liaises with specialist support services to ensure all reasonable adjustments recommended are made.</p> <p>Main corridors are kept clear to allow for wheelchair access.</p> <p>A disabled toilet is located at the main entrance and in the Nursery.</p> <p>Adaptive equipment is available for children with physical difficulties who need support when using the toilet.</p> <p>The two ramps into school are at the entrances to R1 and R2.</p>	<p>Ensure all children and adults in the community feel welcomed.</p> <p>For all pupils to have supportive access to the school building and grounds</p> <p>Ensure pupils and adults with physical needs can access toilets effectively.</p> <p>Increase and improve offer of outside play</p>	<p>Benches for children and adults to rest on in all outside areas.</p> <p>Implement advice about painting/marketing key areas such as door frames and steps.</p> <p>Re paint disabled parking bays</p> <p>Obtain a quote for adapting doors to entrance of school to ensure that they are wheelchair friendly (automatic doors)</p> <p>Headteacher, SBM & SENCO to ensure equipment purchasing</p>	<p>Headteacher Caretaker</p> <p>Caretaker LA</p> <p>Headteacher SBM</p> <p>Headteacher SENCO</p>	<p>On going</p>	<p>Resting places will be available for children & adults</p> <p>Markings brighter and safer</p> <p>All parents who need a disabled parking bay will have access to one.</p> <p>SENCO will have meeting and Vision Support service and caretaker to plan works needed.</p>

	<p>School grounds are predominantly flat.</p> <p>Access points to school site are low.</p> <p>Annual fire risk assessment by Health & Safety advisor.</p> <p>PEEPs (personal emergency evacuation plans) are in place for children who require them.</p> <p>Designated disabled parking available in the car park – signs in place.</p> <p>Wide opening doors in to the school and from lobby area to reception. Double doors into main hall.</p> <p>Reception staff are aware of carer/parents who need assistance to enter the building.</p> <p>External pathways cleared of vegetation and moss.</p> <p>Internal corridors checked daily</p>	<p>equipment for children with SEND.</p>	<p>decisions increase options for pupils with SEND.</p> <p>Nursery door to be changed to ensure that there is safe access and exit for disabled pupils, staff and parents.</p>	<p>SBM</p>		<p>Play equipment and sports equipment will enable children with SEND needs to access them</p>
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Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
<p>Effective use of resources to increase access to the curriculum for all pupils including EAL children.</p>	<p>Strategic deployment of support staff/inclusion teacher Use of Interactive ICT as aid Staff training needs reviewed annually Table team work – mixed abilities working together Staff meetings review consistent teaching levels. Pupils given verbal positive feedback for work at point of learning Intervention sessions with TAs and small groups.</p> <p>Liaison with Ethnic Diversity team</p>	<p>Curriculum is accessible to all pupils</p>		<p>SENCO HT SLT Teachers EAL co-ordinator</p>	<p>On going</p>	<p>Positive impact on pupil progress Barriers to learning are removed and progress monitored.</p> <p>Pupil attendance meets targets.</p>
<p>Adaptation to the curriculum to meet the needs of individual pupils</p>	<p>Teachers regularly review the timetable adaptations</p> <p>SALT, OT & Physio programmes accessible.</p> <p>Training for staff to meet individual pupil needs</p> <p>Various text fonts used as appropriate in conjunction with overlays on wall displays</p>	<p>Curriculum is accessible to all pupils</p>		<p>SENCO HT SLT Teachers</p>	<p>On going</p>	<p>Needs of learners met enabling positive outcomes.</p>

	<p>Statutory testing adaptations include: Braille, enlarged text, allowing extra time for slow reader.</p> <p>Memory activities promoting retrieval of information quizzes, can you still, history mystery box etc</p>					
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Appropriate use of specialised equipment to benefit individual pupils and staff	<p>iPads/laptops/chrome books available to support children with difficulty recording their work.</p> <p>Coloured overlays for pupils with visual difficulty</p> <p>Specially shaped pencils and pens for pupils with grip difficulty</p> <p>Use of wedge/wobble cushions</p> <p>Use of writing slopes for children with fatigue problems or physical disability</p> <p>Specialist chairs</p> <p>Changing mats</p> <p>Adapted equipment for toilets.</p> <p>Space in the hall for physiotherapy.</p>	Curriculum is accessible to all pupils. All pupils are able to learn and achieve		SENCO HT SLT Teachers	On going	<p>Positive impact on pupil progress Barriers to learning are removed and progress monitored.</p> <p>Pupil attendance meets targets.</p>
To include pupils with a disability, medical condition or other access	Create personalised risk assessments and access plans for individual children.	Teachers trained in Restorative approaches Staff meetings		HT SLT, SENCO and all teaching staff	On going	Evidence that appropriate considerations and reasonable

<p>needs as fully as possible in the wider curriculum including trips as well as extracurricular provision</p>	<p>Adaptable timetable strategy created by teachers Adjusted PE sessions</p> <p>All children given opportunities to access all out of school activities</p> <p>Staff training needs include epi-pen, dyslexia, literacy etc.</p>	<p>Equality Policy and Procedures</p>				<p>adjustments have been made. Attendance in school meets target. Assessment results meet targets.</p>
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Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Date to complete actions by	Success Criteria
<p>Effective communication and engagement with parents.</p>	<p>Termly meetings with parents/carers. Provision in place to communicate with both parents in event of split families. Office staff responding to phone calls and emails each day – passing on messages to teachers.</p> <p>Website updated weekly Texts/ Email communication</p> <p>Teaching staff have direct email addresses</p> <p>Office staff support</p> <p>DSLs</p>	<p>All parents/ carers can access all school information.</p>		<p>SENCO Lead HT SLT Teachers</p>	<p>On going</p>	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p> <p>Parents communicating with teachers via direct email.</p> <p>Parents evening attendance 100% - either phone call or face to face</p>

Accessibility Audit – Summer 2026

Feature	Description
Number of storeys	One
Corridor Access	Corridors are regularly checked to ensure that they are clear from any obstructions.
Entrances	<p>The schools has 10 external entrances on the ground floor located all around the building – all with a compliant level of accessibility.</p> <p>We need to adapt our main entrance to the school to ensure that it is wheelchair friendly (automatic doors).</p>
Ramps	The school has two ramps located at the entrances to R1 & R2.
Toilets	<p>The Nursery Class have their own toilets.</p> <p>Reception, Year 1 & Year 2 have toilets located in their shared areas.</p> <p>There is a disabled toilet located next to the main office to the school.</p> <p>There is a disabled toilet located in the Nursery.</p>
Emergency Escape Route	<p>Emergency escape routes are clearly marked in all areas of the school.</p> <p>Routes are regularly checked by the Caretaker to ensure that they are free from obstruction.</p> <p>Emergency routes and signage are also checked as part of the fire risk assessment – this was last carried out in April 2022. The next visit is due in April 2023.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by headteacher and full governing body.

It will be approved by the full governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- ✓ Health and safety policy
- ✓ Equality information and objectives (public sector equality duty) statement for publication
- ✓ Special educational needs (SEN) information report
- ✓ Supporting pupils with medical conditions policy