

# Accessibility Plan

Nelson St Philip's Church of England Primary School



**Member of staff responsible: Mrs K Davis**

**Date Policy Reviewed: September 2024**

**Date Approved by Governors: Autumn 2024**

**Date to be reviewed: September 2027**



## Our Vision Statement

*We love to learn. We learn to love.  
With Christ as our Guide,  
we love and learn together.*

Our children are encouraged to respect their own faith and those of others in our caring Christian environment.

Christian values lie at the heart of all we do.

***'God is love, and all who live in love live in God, and God lives in them.'***  
***1 John 4:16***

Living out our vision, we aim to:

***Guide our children to prepare them for life; Respect themselves and one another; Aspire to achieve their highest potential; Care for the local and wider community; Every child is special in God's eyes.***

***GRACE***

***Guide Respect Aspire Care Each of us is special***

## Contents

|                                       |   |
|---------------------------------------|---|
| 1. Aims.....                          | 2 |
| 2. Legislation and guidance .....     | 3 |
| 3. Action plan .....                  | 4 |
| 4. Monitoring arrangements .....      | 8 |
| 5. Links with other policies .....    | 8 |
| Appendix 1: Accessibility audit ..... | 9 |

### 1. 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.

We are committed to providing an accessible environment which values and includes pupils, staff, parents and visitors regardless of their education physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 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, this procedure sets out the process for raising these concerns.

The plan will be monitored through the curriculum and the premises Committees of the Governors.

The plan will be monitored by OFSTED as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### 3. Action plan

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

| <b>Aim</b>  | <b>Current good practice</b><br><i>Include established practice and practice under development</i>   | <b>Objectives</b><br><i>State short, medium and long-term objectives</i>   | <b>Actions to be taken</b>   | <b>Person responsible</b>                   | <b>Date to complete actions by</b> | <b>Success criteria</b>   |
|---|--|--|--|---|------------------------------------|---|
| <p>Increase access to the curriculum for pupils with a disability</p> | <p>Our school offers a differentiated curriculum for all pupils.</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>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 ensure it meets the needs of all pupils.</p> <p>To ensure the staff training offered is specific to the needs of the children in school</p> <p>School visits are made accessible to all children.</p> | <p>Identify training needs at regular meetings</p> <p>Ensure provision mapping is in place for those children with needs.</p> <p>Share information with all agencies involved.</p> <p>Ensure venues and transport for school visits are suitable.</p> <p>Develop guidance on making school visits more accessible.</p> | <p>Head teacher</p> <p>SENCo</p> <p>EVC</p> | <p>August 2025</p>                 | <p>Raised confidence in support staff to deliver the support needed.</p> <p>All staff are aware of individuals needs</p> <p>All pupils are able to access all school trips and take part in a range of activities.</p> <p>All children have access to the wide range of curriculum activities</p> |

|   |  |   |   |   |                  |  |
|---|--|---|---|---|------------------|--|
|   |  |   | Include specific reference to disability equality in all curriculum reviews   |   |                  | Introduction of disability issues into the curriculum areas.   |
| Improve and maintain access to the physical environment | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Disabled toilet</li> <li>• Library shelves in class at wheelchair-accessible height</li> <li>• Chair and table height</li> <li>• Handrail on steps in KS2 yard</li> </ul> | <p>To be aware of the access needs of disabled children, staff, governors, parents, carers and visitors</p> <p>Ensure all staff are aware of access issues for individuals</p> <p>Ensure everyone has access to reception area</p> <p>Maintain safe access for visually impaired people</p> | <p>To create access plans for individual disabled children as part of the POP process</p> <p>To ensure staff and governors can access areas of school used for meetings</p> <p>Annual reminders to parents carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>Circulate information to relevant staff on access to work scheme</p> | <p>Head teacher</p> <p>Governors</p> <p>SENCo</p> | <p>July 2025</p> | <p>POPs are in place for disabled pupils and all staff are aware of needs</p> <p>The provision map is updated with all relevant information</p> <p>All staff and governors are confident that needs are being met</p> <p>Continuously monitored to ensure any needs that are new are being met</p> <p>Parents have full access to all areas of school</p> <p>Access to work information in staff handbook and on</p> |

|  |  |   |  |  |  |  |
|--|--|---|--|--|--|--|
|  |  | <p>Ensure all disabled people can be safely evacuated</p> <p>Ensure there are enough fire exits around school that are suitable for people with a disability.</p> | <p>Staff to share provision map information with volunteers and support staff to ensure continuity of care</p> <p>Ensure nothing is preventing wheelchair access</p> <p>Provision of appropriate seating</p> <p>Provide a bell accessible for wheelchair users at reception</p> <p>Check exterior lighting is working on a regular basis</p> <p>Ensure there is a personal emergency evacuation plan for all disabled pupils</p> <p>Ensure all staff are aware of their responsibilities in evacuation</p> |  |  | <p>staffroom notice board</p> <p>Volunteers aware of children's needs</p> <p>Disabled parents, carers, visitors feel welcome.</p> <p>Visitors can sit down in reception when waiting</p> |
|--|--|---|--|--|--|--|

|  |   |   |   |                               |                  |   |
|--|---|---|---|-------------------------------|------------------|---|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> <li>• welcome sign in reception area in a range of languages</li> </ul> | <p>Signage around school to be in a range of languages</p> <p>Inclusive discussion of access to information in all parent/teacher annual meetings</p> | <p>Ask parents about preferred formats for accessing information</p> <p>SEN information report to include a parent friendly version to work alongside the report on the website</p> <p>Policies to be available in audio format on the website and google translate</p> <p>Ensure the website font is clear and appropriately sized</p> | <p>SENCo<br/>Head teacher</p> | <p>July 2025</p> | <p>Staff are more aware of preferred methods of communication for parents</p> <p>School website is accessible for all</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 approved by the curriculum and the premises Committees of the Governors.

The plan will be monitored by OFSTED as part of their inspection cycle.

## **5. Links with other policies**

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

- Risk assessment policy
- 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

## 1. Appendix 1: Accessibility audit

| Feature           | Description          | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|----------------------|---------------------|--------------------|-----------------------------|
| Number of storeys | One storey building  |                     |                    |                             |
| Corridor access   |                      |                     |                    |                             |
| Lifts             | No lifts             |                     |                    |                             |
| Parking bays      | No parking in school |                     |                    |                             |
| Entrances         |                      |                     |                    |                             |
| Ramps             | none                 |                     |                    |                             |
| Toilets           | Disabled toilet      |                     |                    |                             |
| Reception area    |                      |                     |                    |                             |

|                         |  |  |  |  |
|-------------------------|--|--|--|--|
| Internal signage        |  |  |  |  |
| Emergency escape routes |  |  |  |  |