

Padiham Green CE Primary School

Jesus said, "Come Follow Me." Matthew 4:19



Accessibility Policy & Plan

Review of this Policy: This policy will be reviewed annually by the Governing Board

Revised: June 2025

ACCESSIBILITY POLICY AND PLAN 2025-2028
Padiham Green CE Primary School

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Padiham Green C of E Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Padiham Green CE Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. If a school fails to do this they are in breach of their duties under the Equalities Act 2010. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Padiham Green CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by governors annually.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan were approved by the Governing Body and were identified by:

- Head Teacher
- SENCO
- School Business Manager

The action plan outline shows what will be achieved from 2025 - 2028

Section 1 - Improving the Physical Access

<u>Target</u>	<u>Strategy</u>	<u>Timescale</u>	<u>Responsibility</u>
For a physical audit to be carried out.	To ensure access plans for individual disabled children as part of the TLP process.	As required.	SENCO/Class Teacher
To be aware of the access needs of disabled children, staff, Governors and parents/carers.	Staff to share provision map information with volunteers and support staff, to ensure continuity to care for the children.	Termly	SENCO/ Deputy Headteacher
Ensure the School Staff and Governors are aware of access issues.	Review during appraisal and share with relevant staff members.	Termly	Headteacher
Review staff and pupil Pupil Emergency Evacuation Plans (PEEP)	To ensure access plans for individual disabled children as part of the TLP process.	Annually	SLT

Section 2 – Access to the Curriculum

<u>Target</u>	<u>Strategy</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>SUCCESS CRITERIA</u>
Ensure support staff have specific training on SEND needs in school.	Identify training needs at regular meetings.	Ongoing.	SENCO/Headteacher	All staff aware of individual needs.
Ensure all staff, (teaching and non-teaching) are aware of all children's	Set up a system of provision map for disabled children when appropriate. Share information	Ongoing Termly meeting between SENDCo and Administrator	SENCO/Headteacher	All staff aware of individual needs.

curriculum access.	with all agencies involved with each child.			
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Individual risk assessments for identified pupils.	Ongoing	EVC/SENCO	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.	Reviewed annually based on children's needs in school.	SENCO and PE Coordinator	All pupils have access to PE and can excel. Teaching assistants will be there all the time to support lesson delivery.
Review curriculum areas and planning to include additional support as required.	Include specific reference to disability equality in all curriculum reviews.	Summer 2025	SENCO/Headteacher. Curriculum Leader	Gradual introduction of disability issues into curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Share information with all staff running clubs.	As required.	SENCO	Disabled children feel able to participate equally in and out of school, activities.

Section 3 – Access to Information

<u>Target</u>	<u>Strategy</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>SUCCESS CRITERIA</u>
Signage around school to be in other languages.	Ensure signage reflects needs of current school community.	Review annually.	Headteacher/SENCO.	Staff more aware of preferred methods of communication and parents feel included.
To develop the SEND information report in a more reader friendly format (SWAY).	SENDCo to set up a SWAY including videos and child's voice.	Staff weekly bulletin Newsletter - Monthly	SENCO/SEND Governor	School website will become accessible to all.
To ensure audio policies are available on school website	Share regularly with stakeholders	Summer 2026	IT co-ordinator /SENCO	Put policies into audio format.