

Accessibility Plan



Developed in consultation/advisory role with:	Governing body, SLT, staff, pupils, parents/carers
For use by:	Pupils, staff, parents/carers, governors, and external service providers/users.
Reviewed and agreed by:	Governing Body
Next policy review date:	Summer Term 2029
Date:	June 2026

1. Introduction

This plan sets out how Castle Hill St Philip's CE Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our Aims are to provide:

- full access to the curriculum
- full access to the physical environment
- full access to information.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents/carers
- The headteacher and other relevant members of staff
- Governors
- External partners

2. The School's Context

Castle Hill St Philip's CE Primary School is a mainstream one-form entry Church of England school for children aged 4-11 years old. The school building consists of a single storey building which is on two main levels, with three internal steps dividing the KS2 area from KS1.

There is access to the front of the building through the main entrance and pupil entrance points are on a flat, level surface or accessible via external ramps to the doors. There are additional entrances into the school through the KS1 and KS2 playgrounds.

The main entrance used by visitors is accessible to wheelchair users. There is a disabled parking space sited closest to the school building on the designated carpark.

There is a disabled toilet facility in the main school reception area, and this is fitted with a handrail, rise and fall bed and alarm.

3. School Vision and Values

Our Christian Vision:

"Caring, sharing and learning together with God."

School Values:

Our school Christian values are Love, Respect, Forgiveness, Perseverance, Responsibility and Resilience.

School Motto:

'Show love in everything you do' 1 Corinthians 16:14.

Vision:

We are a loving, Christian family and our Christian Values are at the heart of all we do. Inspired by Jesus, we cultivate strong relationships between the school, church, parents/carers and the wider community to inspire us all to become lifelong, resilient learners able to flourish in all that we do and experience the joy and hope of 'life in all its fullness' (John 10: 10).

4. Legal Framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

5. Roles and Responsibilities

The governing body will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

In addition to this we:

- Ask about any disability or health conditions in early communications with new parents/carers as part of our school admission procedure.
- Ensure the whole building can be accessed through either flat or ramped entrances.
- Provide disabled toilet facilities available fitted with a handrail and alarm.
- Provide a designated disabled parking bay, located to have the shortest walking distance to the main entrance.
- Support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs.
- Draw on and work with experts when new situations regarding pupils with disabilities are encountered.
- Purchase sensory equipment to support individual sensory needs where appropriate and advised by professionals.
- Ensure emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly points are on the playground and MUGA. Those who are hearing impaired can hear the alarm.
- Encourage all pupils to take part in the full curriculum. Pupils with disabilities are included in worship, music, PE and assemblies. Advice is sought should adaptations be needed.
- Ensure teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' Support Plans and EHC plans and liaise with specialists and support services where applicable.
- Ensure lessons provide opportunities for all to succeed in reaching the same endpoints through inclusive practice alongside adaptations, where appropriate, and the adoption of quality first strategies.
- Provide a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to medical needs. There is a register of children with medical needs. Information relating to the medical needs of children across school is shared with all staff on a regular basis including new members of staff and visitors into school when appropriate.

6. The Accessibility Audit:

The school will undertake an annual Accessibility Audit.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

7. Accessibility Action Plan

Accessibility Action Plan					
1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	SENDSCO / SLT	<ul style="list-style-type: none"> ● Incorporate parental advice in IEP cycles and Annual Review Meetings. ● Share local support networks with parents. 	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning and feel supported.
Training for staff on increasing access to the curriculum for all pupils	SENDSCO / SLT	<ul style="list-style-type: none"> ● Robust induction procedures for newly recruited members of staff ● Robust handover meetings between teachers at transition points ● Implementation of the GMOAIP and Wigan Additional Practice Toolkit ● Access to courses, CPD ● Outreach support from local special school ● Online resources for CPD shared with staff ● Ongoing guidance from specialists e.g. OT, SALT, school nurse and SSET. 	Training time TA time allocated	In place and ongoing	Increased access to the curriculum Needs of all learners met. Staff training records retained.
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	SENDSCO / SLT	<ul style="list-style-type: none"> ● Strategic deployment of support staff/intervention leaders ● Use of technology, e.g. speech to text plus one-to-one iPads ● Purchase and allocate other resources as needed, e.g. sloping boards for writing,, reading rulers, coloured exercise books / visual overlays / coloured paper, pencil grips, adapted pens, chew/fiddle toys, sensory equipment 	Specific apps to support learning on iPads Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by adaptations including the use of technology.

Adaptations to the curriculum to meet the needs of individual learners	SENDCO / SLT	<ul style="list-style-type: none"> ● Timetable adaptations in line with a child's needs, interests and aspirations. ● Individual physiotherapy/OT programmes ● Speech and language therapy programmes ● Use of access arrangements for assessments/national tests ● Use of visual symbols that are consistent across school, using widget symbol format 	Occupational therapy/Sensory reports One-page profiles.	In place and ongoing	Almost all learners able to follow the same progression model as their peers.
Improve educational experiences for hearing and vision impaired pupils	SENDCO	<ul style="list-style-type: none"> ● Work in partnership with the Specialist Sensory Education Team (SSET) where needed and act on advice/recommendations. ● Maintenance of supportive aids ● Involvement of all relevant professionals in any EHCP annual reviews or professional meetings where the hearing or vision team is involved. 	Allocated support from deaf teacher/ vision support specialist.	In place when required	Adaptations in class Learning experiences of pupils enhanced, and progress made. Staff know how to operate specialist equipment.
Improve educational experiences for children with sensory needs.	SENDCO	<ul style="list-style-type: none"> ● Work alongside specialist teachers and special school outreach. ● Create a bank of sensory equipment – attention autism bucket therapy - that can be used by any child in school. ● Establish a dedicated space/time slot for sensory breaks. ● CPD for staff so they understand sensory needs and how to support children in school. ● Provision for Sensory Circuits across school including resources provided and training for staff. 	Sensory equipment.	In place and ongoing. CPD for staff.	Staff know how to support children with sensory needs. Children access sensory breaks and benefit from a variety of equipment to aid their learning, development and regulation. Children are ready to learn.

<p>Reasonable adjustments are applied to all school trips and after school clubs to enable the participation of the whole range of pupils.</p>	<p>SLT/ SENDCO / Staff leading clubs</p>	<ul style="list-style-type: none"> ● Risk assessments will be undertaken where appropriate. ● Children's needs will be shared with all staff. ● Parents consulted. ● Link with external providers. 	<p>Any specialist equipment needed to allow a child to access a club.</p> <p>Staff to increase ratios.</p>	<p>Ongoing</p>	<p>Increased access to the extra-curricular & enrichment activities for all pupils with SEND.</p> <p>All SEND children attending school trips.</p>
<p>Part time timetables in place in exceptional circumstances to provide children with complex needs with rest periods. This supports the children's interactions in short blocks in co-ordination with parental wishes.</p>	<p>SENDCO and SLT</p>	<ul style="list-style-type: none"> ● Continue to personalise the curriculum to meet all learning needs. ● Regularly review any part time timetables ● Collaborative working with parents. 	<p>Additional communications to parents to support activities when not in school.</p>	<p>Ongoing</p>	<p>Children will access parts of the curriculum to achieve positive successes in school.</p> <p>Time in school will be built upon to work towards being back in full time attendance.</p>

2. Improving the Physical Environment

Priority	Lead	Strategy / Action	Resources	Time	Success Criteria
Access into and around school and reception to be fully compliant.	Headteacher and School Business Manager	<ul style="list-style-type: none"> Designated disabled parking. Wide doors and main entrance points. Clear route through school. 	Maintenance costs.	In place and ongoing	School will be fully accessible for wheelchair users.
Improve signage to indicate access routes around school.	Headteacher and School Business Manager	<ul style="list-style-type: none"> Signs indicate disabled parking bay and access routes around school. 	Cost of signage.	Summer 26	All visitors aware of access points.
Maintain accessible toilet for the disabled.	Headteacher and School Business Manager	<ul style="list-style-type: none"> Continual monitoring, maintenance and servicing of facilities. Regular maintenance of rise and fall bed within the disabled toilet. 	Repair and maintenance costs.	In place and ongoing	Facilities fit for purpose: clean, odour and hazard free.
Maintain safe access around exterior of school.	Headteacher and School Business Manager	<ul style="list-style-type: none"> Ensure that pathways are kept clear of vegetation, trip hazards and ice. 	Ground's Maintenance Contract and Caretaker Contract	In place and ongoing.	People with disabilities can move unhindered along exterior pathways.
Maintain safe access around the interior of the school.	Headteacher and School Business Manager	<ul style="list-style-type: none"> Awareness and consideration of flooring, furniture and layout in planning for disabled pupils. Making reasonable adjustments where required. 	Cost of any adjustments that need to be made.	In place and ongoing.	People with disabilities can move safely around the school.
Supporting safe sensory breaks.	SENDCO	<ul style="list-style-type: none"> Establish a place in school where sensory equipment can be stored and used safely. Ensure equipment is safety checked and logged. Act on advice from outside special school support. Staff training on Sensory Circuits 	Cost of materials and labour.	In place and ongoing.	All areas and equipment monitored and maintained.
Maintain emergency escape routes.	Headteacher and School Business Manager	<ul style="list-style-type: none"> Fire signs and emergency escape routes clearly displayed throughout school. Personal Emergency Evacuation Plans (PEEPS) in place for pupils with physical disabilities. 	Repair and maintenance	In place and ongoing.	Signs are maintained and all new areas of school adhere to current standards

3. Improve the Delivery of Written Information

Priority	Lead	● Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats, including face-to-face meetings.	Office Administration, SENDCO and Class Teachers	<ul style="list-style-type: none"> ● Provide electronic documents where possible to allow for translation into other languages ● Provide face-to-face meetings to explain the content of communications. ● Monthly newsletter emailed to parent/carers. ● Key content published on school website. 	<p>Additional time</p> <p>Contact details and cost of translation / adaptation.</p>	In place & ongoing.	All parents/carers will be up to date and well informed of school information.
Ensure all teaching and learning materials are accessible for pupils with visual impairment.	Class Teachers/ SENDCO	<ul style="list-style-type: none"> ● Seek and act on advice from specialist teachers on individual pupil requirements. ● Ensure large, clear font used in all materials. 	Potential specialist equipment.	In place & ongoing.	Pupils able to access all teaching and learning materials.

4. Eliminating discrimination, promoting equality of opportunity and foster good relations between disabled and non-disabled pupils

Priority	Lead	● Strategy / Action	Resources	Time	Success Criteria
Ensure the school develops children's awareness of disability.	SLT and SENDCO	<ul style="list-style-type: none"> ● Purchase books and resources to promote disability awareness. ● Invite people with disabilities into school to raise children's awareness and develop their understanding. ● Learning resources have good representation of people with disabilities and show these in a positive light. ● Use of a range of representations during picture book worship and through recognition of themed celebration days. 	Resource and experiences costs.	In place and ongoing	Children have an improved and enhanced understanding of what it means to have a disability and that it doesn't stop you achieving your dreams.

<p>Promote more annual events in school to raise awareness of issues around race, disability and gender.</p>		<ul style="list-style-type: none"> ● Use of the school's assembly calendar to promote events such as Black History Month, Deaf Awareness Week, Dyslexia Awareness Week, International Day, etc to raise awareness of issues around race, disability and gender. 	<p>Assembly times</p> <p>Curriculum leader planning time</p>	<p>In place and ongoing</p>	<p>Evidence of annual events taking place to raise awareness of issues around race, disability and gender.</p> <p>Displays around school promote positive images relating to disability.</p> <p>Visitors invited into school – Guide Dogs etc</p>
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Monitoring arrangements

This document will be reviewed every 3 years, but it may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body.