



**Nurturing Ambition
Through a Living Faith**

Accessibility Policy

Review Cycle: Every 3 Years (or as required)

Applicable Dates: 2026–2029

Approved By: Local Governing Body & Headteacher

1. Mission, Vision, and Values

Mission Statement

Nurturing ambition through a living faith.

Vision Statement

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

Scriptural Foundation

"Let us not love with words or speech alone but with actions and truth."

— 1 John 3:18

2. Aims and Statutory Framework

Statutory Context

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools. It is aligned with the Special Educational Needs and Disability (SEND) Code of Practice.

Under the Equality Act 2010, a person is defined as disabled if they have a physical or mental impairment that has a 'substantial' (more than minor or trivial) and 'long-term' (12 months or more) adverse effect on their ability to carry out normal day-to-day activities. This definition encompasses sensory impairments (visual and hearing) and long-term health conditions (e.g., asthma, diabetes, epilepsy, cancer).

Core Aims

Under the Equality Act 2010, Darwen St James' C of E Primary Academy is committed to making 'reasonable adjustments' for disabled pupils to ensure equal access and eliminate discrimination. The primary aims of this Accessibility Plan are to:

1. **Increase Curriculum Participation:** Extend access to the full, broad, and balanced curriculum for all disabled pupils.
2. **Improve the Physical Environment:** Enhance the physical premises to enable disabled pupils, staff, parents, and visitors to take full advantage of education, benefits, facilities, and services provided.
3. **Enhance Accessible Information:** Improve the delivery and availability of information to disabled pupils, parents, and carers.

3. Current Accessibility Provision

Admissions & Transition

The Governors and leadership team welcome all children equally. Admission for pupils with SEND or disabilities relies upon:

- **Full Disclosure:** Collaborative sharing of relevant medical, health, or educational needs by parents/carers prior to entry to allow for appropriate planning and funding requests.
- **Policy Alignment:** Adherence to procedures set out in the academy's SEND Policy.
- **Facility & Curricular Readiness:** Assessment of reasonable adjustments, physical facilities, and curricular provision.
- **Structured Transition:** Comprehensive review of needs during key transitions (e.g., entry into Nursery/Reception or transition to secondary school).

Physical Access to Buildings and Classrooms

The school building and grounds feature the following physical access provisions:

Area / Zone	Physical Accessibility Features
Main Entrance & Reception	Flat entrance allowing easy wheelchair access. Accessible toilet installed.
Foundation Stage (EYFS)	Access pathway leading to Reception via the Year 1 classroom ramp.
Year 1 & Year 2	Dedicated access ramps fitted for smooth entrance.
School Hall	Accessible via the main entrance.
Key Stage 2 (KS2)	Upper access via hall/corridor; lower access via hall, KS2 playground, and external wrap-around pathways.
Playground & Outdoor Spaces	Access via KS2 playground routes and external ground pathways. Development of our dedicated Forest School area ensures inclusive ground access for outdoor learning.

Emergency & Evacuation Procedures

- Fire and emergency evacuation procedures outline basic safety measures for clear and prompt egress.
- Personal Emergency Evacuation Plans (PEEPs) or Individual Outcome Plans are devised for pupils or staff requiring specific physical or sensory support during an evacuation.
- Plans are created in direct consultation with the pupil, parents/carers, and external emergency advisors as required.

Curriculum Access, Active Learning, & Assessment

- **Broad & Balanced Curriculum:** Pupils with disabilities access a full curriculum alongside their peers through tailored adaptations.
- **Active Learning & Active Uniform:** All lessons incorporate active learning principles to keep pupils physically engaged, mobile, and hands-on. To remove barriers, our **Active Uniform** ensures all pupils can move freely, take part in active tasks, and engage comfortably without restriction.
- **Specialist Adaptations:** Provision includes technological enhancements (hearing loops, adaptive ICT equipment), adapted learning resources, modified seating, and room adjustments.
- **Assessment Procedures:** Reasonable adjustments (e.g., extra time, readers, scribes, modified papers) are coordinated through the Inclusion Team/SENCO for internal and national tests.
- **Staff Development:** Continuous professional development ensures staff are trained in equality legislation, disability awareness, and strategies for sensory, physical, or specific learning difficulties.

Informal Curriculum & Extracurricular Provision

All extracurricular activities, enrichment opportunities, and clubs are fully inclusive:

- **Clubs & Active Sports:** A wide range of after-school clubs and competitive sports teams are adapted so disabled pupils can represent the school.
- **Outdoor & Forest School:** Outdoor learning and Forest School activities are risk-assessed to ensure safe, active participation.
- **Trips & Residential:** Day trips, guest visitors, and our annual Year 6 adventurous residential (including archery, canoeing, climbing, and team challenges) are risk-assessed with reasonable adjustments made so all children can take part safely.

Information Delivery for Pupils and Parents

- Parents and carers are routinely involved in provision reviews alongside the child.
- School communication (newsletters, handouts, policies) is available in alternative formats upon request (e.g., large print, digital text-to-speech friendly formats, translated versions).

4. Accessibility Action Plan (2026–2029)

Priority 1: Curriculum & Learning Access

- **Target:** Embed active learning strategies and Forest School provisions safely for pupils with physical or sensory needs.

- **Actions:** Audit all active learning tasks and Forest School equipment for accessibility; ensure staff apply appropriate Growth Mindset adaptations.
- **Responsibility:** SENCO / Curriculum Leads / Forest School Lead.
- **Timescale:** Ongoing (Termly Review).
- **Success Criteria:** 100% of disabled pupils actively participate in active lessons, outdoor learning, and extracurricular sports.

Priority 2: Physical Environment

- **Target:** Maintain and improve accessibility pathways, ramps, and signage across all school zones.
- **Actions:** Conduct annual site walk-throughs; maintain clear floor spaces for active uniform lessons; review wheelchair accessibility to new outdoor spaces.
- **Responsibility:** Site Manager / Headteacher / Health & Safety Committee.
- **Timescale:** Annually (Every Autumn Term).
- **Success Criteria:** Site remains fully compliant, hazard-free, and accessible for all users.

Priority 3: Accessible Information

- **Target:** Enhance digital accessibility on the school website and written correspondence.
- **Actions:** Ensure all website downloads meet modern digital accessibility standards (screen-reader support, alt-text for images); offer large-print or alternative media routinely.
- **Responsibility:** Admin Team / Website Administrator / SENCO.
- **Timescale:** Reviewed Biannually.
- **Success Criteria:** Parents and pupils can access all school communications in their preferred accessible format.

5. Physical Environment Accessibility Audit Checklist

Feature	Description / Current Status	Actions to be Taken	Person Responsible	Target Date
Number of storeys	Single-storey main campus layout.	Ensure step-free transitions between all split-level areas.	Site Manager	Ongoing
Corridor access	Wide corridors, maintained clear of obstructions.	Keep clear of equipment to facilitate active movement and wheelchair access.	All Staff / Site Manager	Termly

Lifts	N/A (Single storey campus).	I/A	I/A	I/A
Parking bays	Designated visitor and staff parking.	Maintain clear markings for designated accessible bay near entrance.	Site Manager	Annual Review
Entrances & Ramps	Ramped access to Main Entrance, EYFS, Y1, and Y2.	Annual inspection of ramp surfaces and handrails for safety.	Site Manager	Autumn Term
Toilets	Accessible toilet installed near main entrance.	Ensure emergency pull cord is tested and unobstructed.	Site Manager / Health & Safety	Monthly
Reception Area	Low-level access desk and wide entry doors.	Ensure clear floor space for visitors with mobility aids.	Admin Team	Ongoing
Internal Signage	Clear visual signage throughout.	Review visual clarity and tactile/high-contrast additions where required.	SENCO / Site Manager	Summer Term
Emergency Routes	Clearly marked fire exits and flat evacuation routes.	Review PEEPs for relevant pupils/staff termly.	SENCO / Headteacher	Termly

6. Monitoring, Evaluation, and Linked Policies

Monitoring & Review

This policy is reviewed every **three years** by the Governing Body and Headteacher, or sooner if individual needs or legislation change. Priorities are monitored using census data, pupil/parent feedback, service reports, and health & safety inspections.

Complaints

Any concerns regarding accessibility should be raised through the school's formal Complaints Procedure available on the academy website.

Links with Other School Policies

This document links directly with:

- Special Educational Needs & Disability (SEND) Policy
- Health & Safety Policy & Risk Assessment Policy
- Equality Information & Objectives Statement
- Medical Policy
- Behaviour & Uniform Policies
- Admissions Policy