

Reviewed: September 2026
Next Review Date: September 2027

Signed by:

Headteacher

Mrs Claire Jones

Date: September 2026

Co-Chairs of Governors

Mrs Joanna Potter and Mrs Danielle Smith

Date: September 2026

Euxton Primrose Hill Primary School

Accessibility Plan



Courage • Ambition • Respect • Excellence

Together we will make a difference

Euxton Primrose Hill Primary School Accessibility Plan

At Euxton Primrose Hill Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The Equality Act 2010 provides a legal framework to protect the rights of individuals and promote equality of opportunity. The Act protects people from discrimination, harassment and victimisation and places specific duties on schools in relation to disabled pupils.

Euxton Primrose Hill Primary School is committed to meeting its responsibilities under the Equality Act 2010 and to ensuring that disabled pupils are not placed at a substantial disadvantage in comparison with non-disabled pupils. The school will consider and implement reasonable adjustments where required and will work proactively to identify and remove barriers to participation and achievement.

This Accessibility Plan forms part of the school's wider commitment to equality, inclusion and removing disadvantage. It should be read alongside the school's Equality Information and Objectives and other relevant policies and procedures.

Definition of Disability

Under the Equality Act 2010, a person is considered to have a disability if 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.

For the purposes of this Accessibility Plan, the school recognises that disability may affect a pupil's ability to access learning, communication, the physical environment, social interaction or participation in the wider life of the school.

The school will consider the individual needs of disabled pupils and the barriers they may experience, regardless of whether a particular diagnosis or condition has been identified. Where a disabled pupil may be placed at a substantial disadvantage, the school will consider and implement reasonable adjustments where reasonable.

The Accessibility Plan supports and complements the school's Equality Information and Objectives and forms part of the school's wider commitment to equality, inclusion and removing barriers to participation and achievement.

The plan sets out the practical steps the school will take to improve accessibility for disabled pupils, staff, parents/carers and visitors. It will be reviewed and updated as necessary to reflect identified barriers, changing needs and improvements within the school.

The Accessibility Plan will be published on the school website and will be available to members of the school community in an accessible format on request.

Objectives

Euxton Primrose Hill Primary School is committed to providing an inclusive environment in which all pupils can access, participate in and benefit from the curriculum and the wider life of the school. We aim to identify and remove barriers that may prevent disabled pupils from achieving, participating and belonging fully within our school community.

The school is committed to promoting equality of opportunity for disabled pupils and to developing a culture of inclusion, understanding and respect. Accessibility will be considered across all aspects of school life, including teaching and learning, educational visits, extracurricular activities, play, lunchtime provision, assemblies, performances, physical education, communication and the use of the school's facilities and resources.

The school recognises and values the knowledge and expertise of parents and carers regarding their child's needs and the barriers they may experience. The views and experiences of disabled pupils and their parents/carers will be considered, where appropriate, when identifying barriers and determining reasonable adjustments. The school will respect the confidentiality and dignity of pupils and families when discussing individual needs.

The Accessibility Plan sets out the actions the school will take to improve accessibility for disabled pupils, staff, parents/carers and visitors. It identifies priorities for improving access to the curriculum, the physical environment and information, while recognising the school's ongoing duty to consider and make reasonable adjustments for individual disabled pupils.

The Accessibility Plan contains relevant and timely actions to:-

1. Increasing access to the curriculum

The school will take reasonable steps to increase access to the curriculum for disabled pupils and to remove or reduce barriers to learning and participation.

This will include consideration of:

- teaching and learning approaches, classroom environments and resources;
- reasonable adjustments to lessons and activities to enable participation;
- the use of specialist equipment, auxiliary aids, assistive technology and other appropriate resources;
- communication and sensory needs;
- access to educational visits, residential opportunities, clubs and extracurricular activities;
- participation in physical education, sport, play, assemblies, performances and other wider school activities; and
- appropriate staff training and advice to support inclusive practice.

The school will seek to ensure that disabled pupils can participate alongside their peers wherever reasonably possible and that they have appropriate opportunities to achieve, develop independence and prepare for the next stage of their education and adult life.

Individual adjustments and support will be identified and reviewed through the school's existing SEND and support arrangements, alongside the strategic actions identified within this Accessibility Plan.

2. Improving and maintaining access to the physical environment

The school will seek to improve and maintain the accessibility of the physical environment so that disabled pupils, staff, parents/carers and visitors can access and participate safely and independently wherever reasonably possible.

This will include consideration of:

- access to and within school buildings, including entrances, classrooms, corridors and shared spaces;
- accessible toilet and changing facilities where required;
- playgrounds, outdoor learning areas and play opportunities;
- access to PE, sporting and physical activities;
- furniture, equipment and physical aids that may be required to support access;
- lighting, acoustics, signage and other environmental factors that may create barriers for disabled people;
- safe and accessible arrangements for emergency evacuation and emergency procedures; and
- accessibility when planning refurbishment, building works, changes to the school environment or the purchase of new equipment.

The school will use appropriate accessibility audits, information about individual needs and feedback from pupils, parents/carers, staff and visitors to identify barriers and prioritise improvements. Where physical adaptations are identified, these will be considered alongside available resources and the school's legal duties, including the duty to make reasonable adjustments.

3. Improving the delivery of accessible information

The school will seek to ensure that information provided to disabled pupils, parents/carers, staff and visitors is accessible and can be understood and used effectively.

Where a disabled person requires information in an alternative format or through an alternative method of communication, the school will consider their individual needs and provide information in an appropriate format within a reasonable timeframe, where reasonable.

This may include, where appropriate:

- providing printed information in an alternative format;
- using accessible digital documents and online information;
- providing information in larger print or other appropriate formats;
- considering communication, hearing, visual, sensory or cognitive needs;
- making reasonable adjustments to letters, forms, timetables, presentations and other school communications;
- ensuring that key information shared through the school website and digital platforms is accessible;
- considering the accessibility of videos, presentations and other multimedia resources; and
- working with pupils, parents/carers, staff and relevant professionals to identify effective methods of communication.

The school will take reasonable steps to ensure that disabled pupils can access information necessary for their education and participation in the wider life of the school, and that parents/carers can access information relating to their child's education and the school community.

The Euxton Primrose Hill Primary School Accessibility Plan focuses on the three key areas identified within Schedule 10 of the Equality Act 2010:

- **increasing access to the curriculum for disabled pupils;**
- **improving and maintaining access to the physical environment; and**
- **improving the delivery of accessible information.**

These areas are considered as part of the school's wider commitment to inclusion, equality and removing barriers to participation. The plan will be reviewed regularly to ensure that it continues to reflect the needs of the school community and any changes to the school environment, provision or legislation.

Staff and Governor Awareness

The school recognises the importance of ensuring that staff and governors understand their responsibilities in relation to disability, accessibility, equality and inclusion.

Relevant training and professional development will be provided as appropriate to ensure that staff have the knowledge and confidence to:

- recognise and reduce barriers experienced by disabled pupils;
- understand the school's duties under the Equality Act 2010;
- identify when reasonable adjustments may be required;
- support inclusive teaching, learning and participation;
- understand and respond appropriately to individual communication, sensory, physical and other accessibility needs; and
- contribute to an inclusive culture in which disabled pupils are valued and able to participate fully in school life.

The school will consider accessibility and disability awareness as part of staff induction, ongoing professional development and governor training, where appropriate.

Related Policies and Documents

This Accessibility Plan should be read in conjunction with the school's wider policies, plans and information relating to equality, inclusion, safeguarding, SEND, health and safety and the provision of education.

Relevant documents include:

- Equality Information and Objectives
- SEND Policy
- SEND Information Report
- Behaviour Policy
- Curriculum policies and information
- Supporting Pupils with Medical Conditions Policy
- Educational Visits Policy
- Health and Safety Policy
- Emergency and evacuation procedures
- School Improvement Plan
- Complaints Policy

The Accessibility Plan will inform relevant school planning and improvement activity and will be considered when reviewing policies, procedures, facilities and provision that may affect accessibility.

Accessibility Audit and Physical Improvements

The school will regularly review the accessibility of its physical environment to identify and address barriers experienced by disabled pupils, staff, parents/carers and visitors.

Accessibility considerations will form part of the school's ongoing premises management, health and safety arrangements and school improvement planning. Where appropriate, the school will undertake or commission accessibility audits to identify areas for improvement and inform the priorities within this Accessibility Plan.

Identified improvements will be prioritised according to the needs of the school community, the potential impact of identified barriers, health and safety considerations, available resources and what is reasonable and practicable to achieve.

Where identified improvements cannot reasonably be completed within the period of this Accessibility Plan, they will be reviewed and, where appropriate, carried forward into subsequent plans. The school will continue to consider accessibility when changes are made to the physical environment, facilities or provision rather than waiting for the next formal review of the plan.

Equality Considerations

The school will consider the potential impact on disabled pupils, staff, parents/carers and visitors when developing or reviewing policies, procedures, services and significant changes to school provision.

Where appropriate, equality and accessibility considerations will be incorporated into the school's decision-making and improvement processes. The school will seek to identify and remove any barriers that could result in disabled people being placed at a disadvantage.

The Accessibility Plan will be considered alongside the school's Equality Information and Objectives when reviewing the effectiveness of the school's approach to equality, inclusion and accessibility.

Publication, Monitoring and Review

The Accessibility Plan will be published on the school website and will be available to members of the school community in an accessible format on request.

The governing body will have oversight of the implementation and effectiveness of the Accessibility Plan. The Headteacher and relevant members of the school leadership team will be responsible for progressing the actions identified within the plan and reporting on progress through the school's governance arrangements.

Progress against the Accessibility Plan will be reviewed at least annually. The plan will be revised as necessary to reflect progress made, emerging needs, changes to the school environment, identified barriers and any relevant changes to legislation or guidance.

The school will monitor the impact of actions taken and will use feedback from pupils, parents/carers, staff and relevant professionals, where appropriate, to inform future priorities. The Accessibility Plan will be reviewed formally at the end of its stated period and a new plan will be developed to ensure that accessibility continues to be improved and maintained.

Resourcing and Implementation

The school will allocate appropriate resources to support the implementation of the Accessibility Plan, taking account of identified barriers, pupil and community needs, available funding and other school priorities.

The actions identified within the accompanying Accessibility Action Plan will be implemented within the stated timescales wherever reasonably possible. Progress will be monitored through the school's leadership and governance arrangements.

Where actions require significant financial investment, specialist advice, premises works or external support, these will be considered through the appropriate school and governing body processes and prioritised according to need, impact and available resources.

The Accessibility Action Plan will be reviewed and updated as necessary to reflect completed actions, emerging priorities and changes in the needs of the school community.

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An Access Audit was carried out by the HT and SBM in September 2024. All previous actions had been completed and no further physical access issues to the school building were identified. Wheelchair and pram users were given access to the ramp at the front of school and all other members of the school community will be requested to use steps at the front of school. The school life has been serviced and is part of an ongoing maintenance plan to ensure that is in good working order.

Action Plan A – Improving Physical Access

Ref	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridor	Ensure intervention tables are located to leave sufficient access for wheelchair users	Immediate	High	None	Ongoing	All staff
2	Disabled parking	Remind parents/carers to ensure that disabled bays are not blocked at any time	Immediate	High	None – newsletter reminders	Ongoing	HT/Office
3	Disabled Toilet (Upper school)	Redecoration to be undertaken with easily wipeable/tiled surfaces added in line with lower school disabled toilet	Academic year 2024-25	Medium	£2000	Tiling to be completed by September 2025.	HT/SBM
4	Changing facilities	Larger sink required (that still allows for wheelchair access) and redecoration required as above	Academic year 2024-25	Medium	£1000	Tiling and units to be installed by September 2025.	HT/SBM

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Action Plan B – Improving Curriculum Access

Ref	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Adaptations in Teaching	SLT to monitor quality of adaptive teaching and provision for SEND pupils.	Academic year 2024/25	High	SLT release costs. Staff meeting time.	Ongoing – See monitoring cycle	DHT/HT
2	Interventions	SENCo to audit current interventions and their impact on progress. Provision mapping to be used across all year groups. SLT to cross reference SEND/PP funding plan and	Academic year 2024/25	High	Resourcing of relevant interventions/ leadership release timetable	Ongoing – See provision map/IEP meeting timetable	
3	Staff training in the production, implementation and review of Provision maps, Pivats and monitoring systems.	Deputy Headteacher/SENCo to deliver staff training ensuring that targets are SMART and progress measurable	Ongoing	High	SLT release costs plus TA release costs	Ongoing	
4	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN and ASD.	EYFS staff to access ASD training to support pupils new to EYFS.	Academic year 2024/25	High	£400	Ongoing	DHT/SENCO/ Learning Mentor
5	Staffing of school nurture room, providing high quality pastoral/academic support for pupils with social/ emotional difficulties.	Ensure room staffed with two F/T staff at all times. Ensure all staff are fully aware of criteria for pupils to access room. Learning Mentor and Nurture Teacher to ensure detailed records of reasons for accessing to aid whole school monitoring.	Academic year 2024/25	High	Staffing costs for Learning Mentor and Nurture teacher. Leadership time to support monitoring.	Ongoing	HT/DHT/SENCO/ Learning Mentor /Nurture Teacher

6	Speech and Language	SENCO to continue to book external SandL through LA for pupils who require specialist input. New EYFS/Y1 staff to undertake NELI training and implement SandL interventions through provision mapping	Academic year 2024/25	High	£1500	Ongoing	DHT/SENCO/EYFS Leader/KS1 Leader
7	Application of ICT to support pupils	Online Maths, IDL, Clicker to be offered to all identified pupils.	Academic year 2024/25	High	£2500	Ongoing	DHT/SENCO

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Action Plan C – Improving the Delivery of Written Information

Ref	Item	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Electronic communication	Ensure all contact details for parents are updated and SEN information included in regular correspondence.	Sept 24 followed by termly checks	Medium	Office staff time	Website/SEND policy/SEND Information Report reviewed and updated Sept 24.	HT/DHT/Gov's
2	Review documentation on website to check accessibility for parents is fully up to date and that all hyperlinks are working	The school will review formats published on school website – particularly for new parents to the school, in order to ensure accessibility for parents is clear and relevant	Sept 24 followed by termly checks	Medium	HT/SENCO time/	As above. Checked by governors through annual audit.	