LANCASHIRE COUNTY COUNCIL

Diocese of Blackburn



Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

Accessibility Policy & Plan

Date of Policy:	**Sept 2026**
Person Responsible:	**SENDCo**
To be reviewed:	**Every 3 years**
Review Date:	**Sept 2029**

ACCESSIBILITY POLICY AND PLAN 2026-2029
St. John's C of E (VA) Primary School, Cliviger

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice (2015), '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.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We celebrate the tradition of our school building however we recognise that some areas of our school were built prior to guidelines on accessibility. As a Governing Body we would take measures to ensure classrooms and the wider facilities are accessible to all where we can but acknowledge this may not always be feasible due to the limitations of the buildings. The school would always seek professional advice and make reasonable adjustments for individual circumstances.

St. John's C of E (VA) Primary School, Cliviger plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Review the access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils, (If a school fails to do this they are in breach of the Equality 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 school visits. It also covers the

provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to 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 time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken annually, or more frequently if the needs of the school community change. The audit will need to be revisited prior to the end of each first three-year plan period, in order to inform the development of the new plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality Policy. The terms of reference for all Governors' Committees will contain an item on, "having regard to matters relating to access".

Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.

The School's complaints procedure covers the Accessibility Plan.

The plan will be monitored through the Curriculum and the General Purposes 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 equality and the need to inform attitudes on this matter.

INTENT	**IMPLEMENTATION**	**TIMESCALE**	**RESPONSIBILITY**	**SUCCESS CRITERIA**

For a physical audit to be carried out	To ensure access plans for individual disabled children as part of the POP 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	Deputy Headteacher.	
Ensure the School Staff and Governors are aware of access issues.	Staff to share provision map information with Volunteers and Support Staff, to ensure continuity to care for the children.	Termly	Headteacher	
Review staff and pupil Pupil Emergency Evacuation Plans (PEEP)	Review during appraisal and share with relevant staff members.	Annually	SLT	
Differentiated and learning materials. Eg electronic/large print Use of ipads	To ensure access for all to all learning.	PoP meetings Annual reviews Pupil Progress	SENDCo Class teacher	
Assistive Technology eg integrating speech to text software. Specialised	To ensure access for all to all learning.	PoP meetings Annual reviews Pupil Progress	SENDCo Class teacher	

Keyboards. Digital records to help pupils capture and share learning.				

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA

To ensure those with physical needs can access key areas to their learning	Ensure that nothing is preventing access. Provision of appropriate furniture / resources. Check condition of yellow paint on step edges regularly.	Daily check to ensure the area is clear of obstructions.	Site Supervisor/ General Purposes committee	All pupils have full access to all areas in school.

Section 1 - IMPROVING THE PHYSICAL ACCESS

Section 2
ACCESS TO THE CURRICULUM

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	Ongoing.	SENCO/Headteacher.	
Ensure all staff, (teaching and non-teaching) are aware of disabled children's curriculum access.	Ensure individual's needs are outlined pupils POP's and shared with key adults. Share information with all agencies involved with each child.	Ongoing Termly meeting between SENDCo and Administrator	SENCO/School Administrator	All staff aware of individual needs.
Ensure there is a designated space for children who need sensory breaks	Sensory and specialised spaces Recharge Room Quiet areas in classrooms Sensory circuits in class and corridors	As required. Built into PoP targets		
Ensure the space is decorated appropriatel y to meet the needs of all learners.	Decoration and sensory adjustments. Colours on the walls in classrooms/corridors Less busy Dyslexia friendly classrooms			
All school visits and trips need to be accessible and inclusive	Ensure venues and means of transport are vetted for suitability. Individual risk	Ongoing	EVC/SENCO	All pupils are able to access all school trips and

to all pupils.	assessments for identified pupils.			take part in a range of activities.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with Out of School Club 'Shooting Stars' Staff and people running other clubs after school. Support would have to be available, especially after school.	As required.	SENCO. Review termly	Disabled children feel able to participate equally in and out of school, activities.
Ensure all children in KS2 attend an external event each year.	Target children for key events - Competitive - Festivals - SEND - Experiences - Choir			

Section 3
ACCESS TO INFORMATION

TARGETS	STRATEGIES	TIMESCALE	RESPONSIBILITY	SUCCESS CRITERIA
To continue to ensure audio policy's are available on school website.	Share regularly with stakeholders	Newsletter / Staff weekly emails	IT co-ordinator Pastoral Leader	School website will become accessible to all. Put policies into audio format.
Ensure the signage is appropriate around school and on the website/documents being sent home				

Ensure all parents are included and have access to all information.	Website Meetings Down Town Agencies Progress Evening (supporting parents)			