

Culcheth Primary School

Accessibility Plan 2025-2026

Date policy last reviewed: September 2025

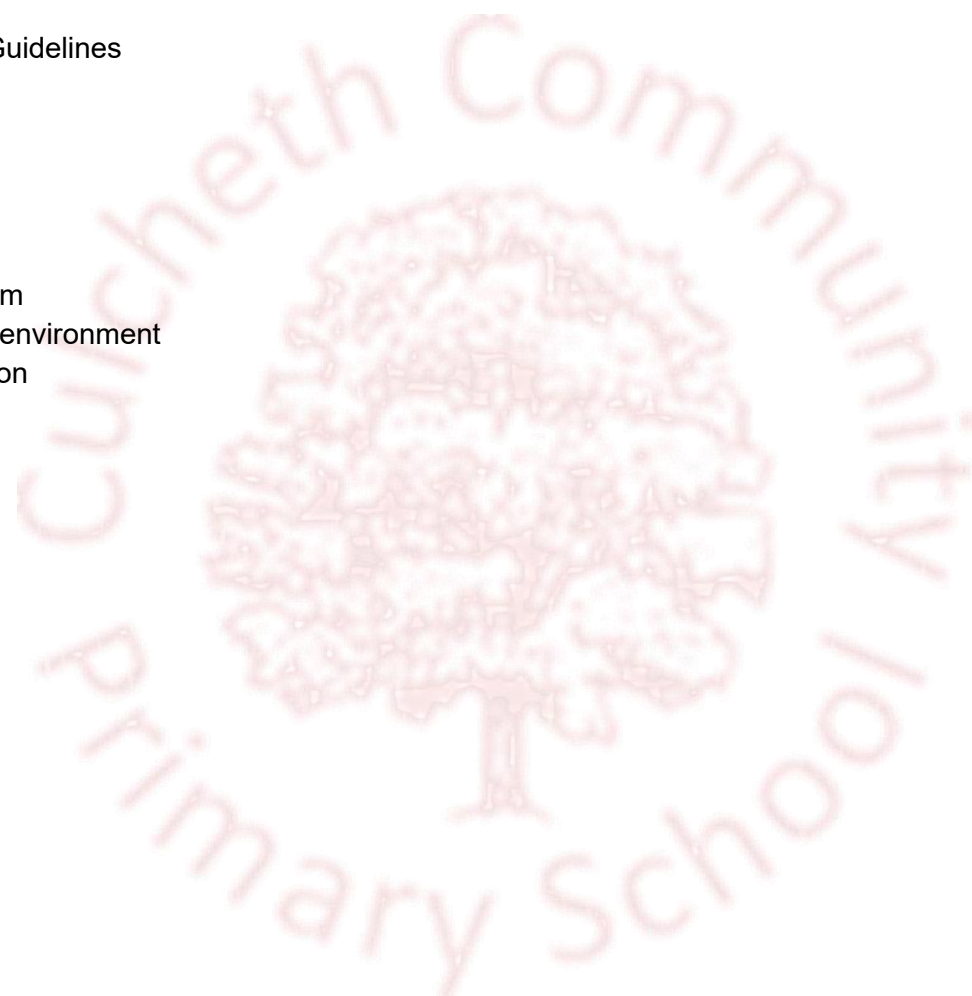
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Rationale

The school recognises that many of its pupils, visitors and staff, whether disabled, or otherwise, have individual needs when using the school and its facilities. However, we also recognise that for some pupils, the nature of their disabilities or special educational needs and disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that pupils with disabilities or with special educational needs are given access to the same standards of education as all other pupils.

Purposes

- to inform all staff that our policy for the provision of educational services ensures the inclusion of all disabled pupils.
- to ensure all acts of disability discrimination are addressed via the existing conduct codes, where appropriate.
- to encourage suppliers and contractors, to be sensitive to the needs of all members of the school community.
- to assess the current accessibility and identify any barriers to inclusion.

Broad Guidelines

1. School will provide disability awareness training for staff.
2. Consultations with disabled and special educational needs pupils, parents, staff, specialist teachers and appropriate and voluntary organisations will take place as needed.
3. School will have in place a plan to make access improvements over the next three years.
4. Each year school will review whether its education (and other) services are not accessible and effective, and take appropriate action where needed.
5. School will operate an accessible complaints procedure whereby people with disabilities can make improvement, suggestions and request assistance.

Statement of intent

This plan outlines how Culcheth Community 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 (i.e. the curriculum, physical environment and information). 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Trust and LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- One Community Trust
- External partners.

1. 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

2. Roles and responsibilities

The governing board 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, Trust, 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.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

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

4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Ensure all subjects accessible for all all learners in every subject.	Audit of the curriculum including lesson visits and pupil voice Inclusive strategies CPD Ensure use of technology is inclusive and provides opportunity for all	Headteacher, teachers, SENCO	Spring 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum. Teachers and Management are proactive in ensuring learning is inclusive	Autumn 2026
	Ensure staff have the skills to support pupils with SEND.	CPD provided to staff members Training for teachers on adapting the curriculum Audit of effective use of TAs	Headteacher, external advisors, SENCO	Summer 2026	Staff members have the skills to support pupils with SEND	Autumn 2026

Medium term	To ensure school trips take into account pupils with SEND.	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2026	Planning of school trips takes into account pupils with SEND	Summer 2026
Long term	Ensure low level behaviour issues and poor attendance of SEND pupils do not impact on individual progress and limit their attainment.	Embedding of Behaviour policy including rewards, sanctions and consequences.	Headteacher, SLT, SENCO	Autumn 2026	Pupils with SEND can access lessons without disruption and achieve. Consistent whole school approach that supports transition throughout the school.	Spring 2026

5. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Ensure the school's physical environment is accessible	Audit of physical environment	Building surveyors, Headteacher	Spring 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2026

Medium term	Ensure the learning environment of pupils with visual impairments is accessible	Incorporation of appropriate colour schemes	SBM	Summer 2026	Learning environment is accessible to pupils with visual impairments	Autumn 2026
	Changing facilities are appropriate and hygienic when leading intimate care	Appropriate changing facilities available in school	SBM	Summer 2026	Access to toilets is increased	Autumn 2026
Long term	Ensure children with physical disabilities can access school buildings	Annual Audit Appropriate furniture purchased	SBM/building contractors	Summer 2026	School buildings are fully accessible	Autumn 2026

6. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure school information is accessible	Audit of information and delivery procedures	SENCO, SBM,	Spring 2026	School is aware of accessibility gaps to its information delivery procedures	Summer 2026

	Ensure written information accessible	Schools seeks advice from external advisors	SENCO	Summer 2026	School is aware of local services for converting written information into alternative formats	Autumn 2026
Medium term	Ensure written information is accessible to pupils with visual impairments	Provide written information in alternative formats Correct resources to support children with visual impairments Incorporate appropriate colour schemes when refurbishing and install window screening so blinds can be open	SENCO, SBM,	Spring 2026	Written information is fully accessible to children with visual impairments	Summer 2026
Long term	Ensure school website is accessible to children with SEND	Audit of website	SBM	Summer 2026	Website is fully accessible	Autumn 2026

7. Planning duty 4: Policies

	Issue	What	Who	When	Outcome	Review
Short term	Ensure all policies reflect the school's commitment to equal opportunities for all pupils in relation to the Disability Discrimination Act	Review policies – amend where required	Headteacher	Autumn 2026	All school policies provide equal opportunities for all children	Autumn 2026
	School to make itself aware of services available	Find available training	Headteacher	Autumn 2026	CPD needs met and training matches staff needs	Autumn 2026
Medium term	Monitor the effectiveness of policies in relation to the Equalities and Disability Discrimination Act	Monitor policies – identify developmental points	Headteacher	Ongoing Monitoring	Identified developmental points addressed	

	Review requirements and decide on any required actions.	Identify areas that may be of concern	Headteacher	Ongoing Monitoring	Action plan to ensure actions are implemented	
Long term	Review any identified issues Implement any required training		Headteacher	Ongoing Monitoring	A fully inclusive curriculum is delivered across the whole school	

