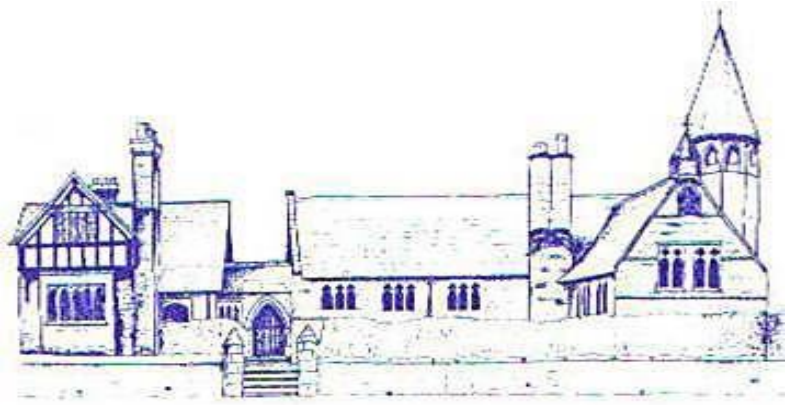


Eccleston C.E. Aided Primary School

"Let your light shine" - Matthew 5:16

Accessibility Plan

Finance and Resources Committee	
Date of Policy	Summer 2026
Reviewed	Summer 2029
Signed Headteacher:	Chair of governors:

Contents:

Our Vision Statement

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. The Accessibility Audit
4. Planning duty 1: Curriculum
5. Planning duty 2: Physical environment
6. Planning duty 3: Information
7. Monitoring and review

Our Vision Statement

At Eccleston C of E Primary School, we believe that every child is known and loved by God and is made in the image of God. We are united in our vision of every child fulfilling their God-given potential as they are nurtured to reflect the example Jesus set in all they do.

We aim to achieve this through instilling a life-long love of learning and development that is rooted in Christian Values. We strive for excellence in all we do enabling all members of our school to flourish.

"Let your light shine" - *Matthew 5:16*

Statement of intent

Eccleston CE Primary is a small, close-knit school where staff and pupils know one another well; this relational strength supports personalised approaches for pupils with additional needs. Pupils benefit from regular enrichment through termly trips and a variety of after-school clubs, providing existing opportunities for curriculum extension and wider participation. Leadership already demonstrates a caring culture and a developing knowledge of individual pupils' needs, and the school's priorities to strengthen monitoring, improve staff subject knowledge and embed behaviour expectations provide a strong foundation for targeted actions to increase disabled pupils' access to the full curriculum. Given the high level of SEND and the recent Ofsted findings about inconsistent teaching and behaviour management, the plan below focuses on practical, measurable steps to ensure reasonable adjustments, staff expertise and inclusive provision are embedded across classroom practice, extracurricular activities and trips.

This plan outlines how Eccleston C of E 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. In the preparation of an accessibility strategy, the 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.
- 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, 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 Headteacher will undertake an Accessibility Audit every three years. The audit will cover the following three areas:

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

When conducting the audit, the Headteacher 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

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Improve staff knowledge of SEND	- Conduct whole-school SEND audit to identify gaps in knowledge and confidence. - Provide annual SEND training for all staff (including teaching assistants) covering (as required): differentiated planning, scaffolded questioning, ADHD, autism, dyslexia, sensory needs, the graduated approach (Assess, Plan, Do, Review) and reasonable adjustments. - Provide targeted, role-specific CPD for teachers and TAs (precision teaching, reading/writing strategies, Maths access strategies etc as necessary). - Use external specialists (SENAO, educational psychologists) for support	- Audit completed - 100% staff complete training annually; training records kept. - Lesson observations and work scrutiny show inclusive strategies in 90% of classes.	Headteacher / SENCo	Short term and ongoing
Increase use of reasonable adjustments	- Create and maintain an Adaptive Teaching strategies and Provisions for every pupil with identified needs. - Share the QFT booklet Provide standard templates and examples of adjustments (visual supports, scaffolds, extra processing time, sensory breaks). - Ensure reasonable adjustments are included in planning, seating plans, and assessment arrangements. - Review adjustments at least termly via SEND review meetings and update records. - Share adjustments with families and pupils and record preferences.	- Adaptive Teaching strategies and Provisions completed for all pupils requiring them. - Termly reviews recorded; adjustments updated where needed. - Teachers can evidence adjustments in plans for 100% of targeted pupils. - Parental confirmation of preferences recorded for 100% of relevant pupils.	SENCo / Class teachers / Headteacher	Short term and ongoing

Improve differentiation	Lesson planning includes differentiation (outcomes, scaffolds, extension, alternative routes). - Deliver training on adaptive teaching strategies (chunking, pre-teaching, mixed ability grouping, use of manipulatives). - Include differentiation focus in lesson observation. - Regularly moderate planning and pupils' work to check appropriate access and challenge.	- Planning evidence: 100% of lessons show explicit differentiation for targeted pupils. - Lesson observations: 90% of lessons judged to include appropriate adaptations. - Work moderation demonstrates progress for SEND pupils in 3 successive monitoring cycles. - Pupil progress data shows narrowing gaps term-on-term for targeted cohorts.	Subject leaders / SENCo / Class teachers	Short term and ongoing
Increase access to extracurricular activities	- Adapt club provision and routines (e.g., group sizes, sensory-aware spaces, alternative activities). - Provide staff or volunteer training for inclusive club delivery. - Actively promote clubs to families of pupils with SEND/who are Disadvantaged. - Monitor club attendance and participation by pupils with disabilities.	- At least 90% of clubs accessible or alternatives provided. - Club attendance records show increased participation by targeted pupils (measurable increase term-on-term). - Parental satisfaction survey indicates improved access.	SENCo / Headteacher	Short term and ongoing

5. Planning duty 2: Physical environment

Objective	Actions to be taken	Success Criteria	Person Responsible	Timefra me
Improve classroom accessibility	- Review classroom layouts and furniture to ensure flexible, accessible spaces (clear routes, adjustable tables/chairs) as needed. - Prioritise adjustments where pupils have mobility or sensory needs. - Review and update layouts annually and after significant changes.	- 100% of classrooms have accessible layouts where needed. - Staff report improved ease of access for targeted pupils. - Observations show physical environment supports participation.	Headteacher / Site manager / Class teachers	Short and ongoing
Improve lighting	- Audit lighting in teaching and key communal areas to identify glare, flicker and insufficient light. - Install LED or adjustable lighting in targeted areas or classrooms. - Provide desk lamps or task lighting where appropriate. - Monitor lighting impact with feedback from pupils and staff, particularly those with sensory needs.	- Lighting audit completed. - Targeted installations completed in identified areas. - Feedback shows improved comfort and reduced visual strain for targeted pupils. - No reported adverse effects related to lighting.	Site manager / Headteacher	Long term

6. Planning duty 3: Information

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Improve website accessibility	- Review current website and identify improvements. - Ensure site content, PDFs and documents are accessible (structured headings, alt text, readable fonts). - Publish Accessibility Statement and instructions on requesting alternative formats.	- Website meets recognised accessibility standard or has clear remediation plan. - Accessibility statement published and contacts provided.	Office Manager / IT Lead / Headteacher	Medium
Provide information in alternative formats	- Develop a protocol for producing documents in large print, audio, easy-read or translated formats. - Maintain a log of requests and response times. - Ensure key policy documents and correspondence can be provided in alternative formats on request. - Inform families about availability of formats.	- Protocol published and staff aware. - Requests recorded and responded to within a reasonable timeframe (10 working days). - Families report satisfaction with communications.	Office Manager / SENCo / Headteacher	Medium
Improve visual communication	- Standardise use of symbols and visual timetables across classrooms where appropriate. - Provide visual resources (now/next boards, choice boards, labelled resources). - Train staff in using visual supports to increase independence and reduce anxiety. - Audit classroom use of visual supports and share best practice.	- Visual communication toolkit produced and distributed. - 100% of classrooms with targeted pupils use visual timetables and symbols. - Staff report improved pupil engagement and reduced transitions difficulties.	SENCo / Class teachers / Headteacher	Medium

7. Monitoring and review

This plan will be reviewed every 3 years by the governing board and headteacher. Changes to this plan will be communicated to all staff members and relevant stakeholders.