

**Queen's Park C.E/URC
Primary School**



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**Accessibility Plan
November 2025
Reviewed November 2028**

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the schools Equality Policy & Action Plan and sets out how the governing body will improve equality opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA. This plan incorporates the school's intention to increase access to education for disabled pupils. Queen's Park CE/URC Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address priorities identified in the plan. In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.
- Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

At Queen's Park CE/URC Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff, Parents and Carers.

The Accessibility Plan, has been informed by analysis of pupil & staff data, completion of an access audit and additional information gathered. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities. We are committed to equal opportunities and inclusion.

This strategy should be considered alongside the following school policies, strategies and documents:

- Curriculum Policy
- Behaviour Policy
- Equality Policy
- Health and Safety Policy
- SEN/D Policy
- School Improvement Plan

Queen's Park CE/URC Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their need through:

- Increasing access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. (If school fails to do this they are in breach of their duties under the Equalities 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 of school's visits – it also covers the provision of specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improving and maintaining access to the physical environment of the school, adding specialist facilities as necessary – this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe
- Improving the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the Local Authority and Additional Needs Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate. The School's Pastoral Team provides

additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Occupational Therapists and Physiotherapists
- Dyslexia First
- Hearing and Visual Impairment Team - TESSA
- Speech and Language Therapy
- TESSA Behaviour
- The Bridge Centre
- Lansbury Bridge Outreach
- TESSA Autism
- TESSA EAL
- CAMHS
- Barnardos
- Educational Psychologist
- Youth Service
- Families First
- Education Welfare Service
- St Helens Mental Health Team
- St Helens Children's Services

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by our School.

Improving the delivery of information to disabled persons

Staff are aware of the services available for converting written information into alternative formats. The Accessibility Plan for physical accessibility relates to the Access Audit of the School which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. The Accessibility Plan will be published on the school website. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Plan will be monitored through the Safeguarding and Standards Committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Priorities	Lead People	Strategy/Action	Resources Required	Timescale	Success Criteria
1. To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services					
Disabled Access 1a To provide a disabled ramp for access in the year three/four block 1b. To remove steps from the fire exit at the small hall 1c. To remove steps from the fire exit at the back of school used by Year 5. 1d. To purchase and install an upgraded evacuation chair for the UKS2 stairs and train relevant staff for safe use.	JK/JMC	Working with property services, continue to plan a scheme of work to ensure disabled access is appropriate. JMC to purchase an upgrade evacuation chair and arrange installation. To book staff on relevant training for safe use.	Funding allocation from Main Budget and DFC	End of July 2028 End of July 2026	There are appropriate exits and entrances that are disabled friendly in all parts of the building. The evacuation chair is upgraded and more suitable for use.
2. to increase the extent to which disabled pupils can participate in the school curriculum					
2a. continued training on increasing access to the curriculum for disabled pupils and to ensure any	JBK/JK/LB	Comprehensive CPD package for all staff. Specific training for ASD, ADHD and physical disabilities.	Staff Meeting Time CPD budget	In place and on-going	The needs of all learners are met due to the curriculum being scaffolded accordingly and

<p>curriculum updates are well planned and scaffolded to ensure full curriculum access.</p>		<p>Other training to be facilitated based on a needs analysis</p>	<p>Specialist equipment as listed</p>	<p>In place and ongoing</p>	<p>staff having the appropriate training. The needs of all learners are met.</p>
<p>2b Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>JK/JMC/JBK</p>	<p>Updated curriculum plans to include fully scaffolded activities.</p>	<p>Maintenance of 1:1 ipads and any relevant software required.</p>		<p>ICT including 1:1 ipads are successfully used to implement accessibility features.</p>
<p>2c To implement the digital strategy to ensure effective use of accessibility features to support curriculum delivery.</p>	<p>AH/JB/JK</p>	<p>The following resources are available based on need</p> <p>Computer based programmes such as Nessy,</p> <p>Sloping boards</p> <p>Coloured overlays</p> <p>Specially shaped pencils and grips</p> <p>Sensory equipment eg bands, fidget toys.</p>	<p>Staff Meeting time</p>	<p>In place and ongoing</p>	<p>Parents fully informed The needs of all learners are met Increased access to the curriculum for all learners</p>
<p>2d to ensure our curriculum resources include people with disabilities</p>		<p>1:1 ipads are fully enabled with all accessibility features and used in the classroom.</p> <p>Staff training on scaffolding the curriculum and accessibility features</p>	<p>SLT time</p>	<p>Spring 2026</p>	<p>Clear map across the curriculum Resources in place</p>

	AH/JB/JK	<p>through digital strategy.</p> <p>JBK to support staff in meetings with parents of children with SEND</p> <p>LB/JK/JBK to create a roadmap of topics that run through the Crown curriculum that factor people with disabilities</p> <p>To create resources that feature people with a range of disabilities</p>			
3. to improve the availability of accessible information for disabled pupils					
3a to ensure the availability of written material in alternative formats – particularly through the implementation of our digital strategy.	JK/JMC/JBK	<p>Staff aware of services available.</p> <p>Disabled people aware of contact details & cost of translation</p> <p>In place & ongoing Information to disabled pupils / parents as appropriate.</p> <p>Written information available in alternative facilities through signs and newsletters etc.</p>	Cost of any translation	On-going when needed	Improve availability of information for parents – display appropriate leaflets for parents to collect. / adaptation formats. Take-up of information leaflets by parents.

For with God, everything is possible (Matthew 19:26)

		Staff support parents with completing forms EAL service used to translate			
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