St. David
Haigh & Aspull
CE Primary School

Head of School: Mrs. J. Chidgey

Accessibility Plan

October 2026

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability and additional needs to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities, and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have a SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general

duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children/ young people, the steps taken to prevent disabled children/ young people being treated less favourably than others, the facilities provided to assist access of disabled children/ young people, and their accessibility plans.

Responsibility

The responsibility for accessibility at St David's lies with School Leaders, Trust Leaders, The Governing Body and Directors for The Learning Together Trust.

An accessibility plan is a plan for, over a prescribed period (1 year review cycle):

- increasing the extent to which disabled children / young people can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take

  advantage of education and associated services provided or offered by the

  school; and
- improving the delivery to disabled children / young people—
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents,

  of information which is provided in writing for children / young people who are

  not disabled

- An accessibility plan must be in writing
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

Other relevant legislation, regulations & guidance (including their relevant updates):

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)

Reasonable adjustments for disabled pupils (2012)

Disability Discrimination Order (2006)

The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)

The Children Act 1989 Guidance and Regulations Volume 2 & 3

DfES *"Accessible Schools: Planning to increase access to schools for disabled pupils"*

Health Standards (England) Regulations 2003

The School's Context and Layout

We are an academy for children / young people who age from 3years to 11 years. The school comprises of 4 separate buildings covering a small site, mostly of one storey construction. There is a section of school, not used by pupils and used for storage, that has two storeys and access is rarely needed by adults.

St. David's is made up of a number of buildings:

- The Crawford building
- Red Rock building
- Valentine building
- School House

All buildings have access and entry points through doors with no steps and there is a disabled toilet located in The Crawford building with full accessibility for disabilities. All other toilets can be accessed without needing to use stairs.

The EYFS playground can be accessed via a ramp from the classroom to the outdoor area as well as another gate on the same level as the school playground.

The path up to school is cobbled and there is a paved path which provides access should the cobbles provide accessibility issues.

This document will be reviewed yearly, with ongoing review and updates made as required.

In addition to this we will:

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

Accessing the School's Accessibility Plan

The plan will be made available on the school website and from the School Office if requested. St David's will ensure this plan is available to anyone who requires/requests it, for example, if required in a different language.

Other School Policies & Documentation

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Health and Safety (including off-site safety)
- Supporting pupils with medical conditions policy
- Inclusion/SEND Policy
- Special Educational Needs (SEN) Information Report.
- Complaints Procedure and Process
- Fire Evacuation Plan

The School's Complaints Procedure covers the Accessibility Plan. Any concerns relating to accessibility in school should be raised with the school in line with the School's Complaints Procedure, following the process in place.

Accessibility Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	OBJECTIVES	ACTIONS BEING TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	**Ensure all pupils can access high-quality teaching and learning.**	• Teaching approaches and resources are adapted to meet individual needs. • Adaptive teaching strategies and scaffolding are used to support pupils' learning. • Alternative ways for pupils to demonstrate their learning are provided. • Reasonable adjustments are embedded into everyday classroom practice. • Seating positions are considered and adjusted to meet individual pupils' needs. • Strategies and guidance provided by external agencies and professionals are followed and implemented	Senior Leaders SENDCO Teachers Teaching Assistants	Ongoing	Pupils with disabilities and additional needs have improved access to learning. Staff feel more confident supporting pupils with disabilities and additional needs. Reasonable adjustments are consistently implemented. Pupils with disabilities participate fully in lessons and wider school activities including extra-curricular visits and enrichment activities. Barriers to learning are reduced due to timely and effective support.
	Develop staff confidence and expertise in supporting pupils with disabilities.	• Staff training on different disabilities and their impact on learning is delivered. • Training on reasonable adjustments and inclusive teaching strategies is provided. • Effective practice is shared across departments and year groups. • Staff are informed of and understand individual pupil needs and support plans.	Senior Leaders SENDCO Teachers Teaching Assistants	Ongoing	

AIM	OBJECTIVES	ACTIONS BEING TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
	Ensure pupils with disabilities can participate fully in all curriculum areas.	• Access to practical subjects, including PE, science, art, music and technology, is regularly reviewed. • Activities, equipment and assessment methods are adapted where necessary to meet individual needs. • Educational visits, trips and extracurricular activities are made accessible, with appropriate adaptations considered as part of the planning process. • Adjustments are planned in advance to ensure pupils' needs are proactively met.	Senior Leaders SENDCO Teachers Teaching Assistants	Ongoing	Pupils with disabilities and additional needs make good progress from their individual starting points. Parents and carers feel involved in decisions about accessibility and support.
	Improve identification of barriers to learning and participation.	• Pupils and families are involved in identifying barriers to accessing the curriculum. • Individual support plans and accessibility arrangements are regularly reviewed. • Attendance, engagement and progress are monitored regularly. • Advice is sought from external professionals and specialist services where appropriate.	Senior Leaders SENDCO Teachers Teaching Assistants Office Manager	Ongoing	

AIM	OBJECTIVES	ACTIONS BEING TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve and maintain access to the physical environment	**Ensure the school site is physically accessible to all pupils, staff, parents and visitors.**	• Regular accessibility audits of the school buildings and grounds are carried out. • Physical barriers to access are identified and removed where possible. • Entrances, corridors, classrooms and communal areas are kept accessible. • Access arrangements for wheelchair users and people with mobility difficulties are regularly reviewed.	Senior Leaders Caretaker Office Manager Finance and Operations Director.	Ongoing	The school environment is accessible and welcoming to pupils, staff and visitors with disabilities. Physical barriers are identified and addressed promptly. Accessible toilets and changing facilities are available and maintained. Pupils with mobility difficulties can move safely around the school. Outdoor spaces are accessible and inclusive. Emergency evacuation arrangements meet individual needs. Accessibility is considered in all building and refurbishment projects.
	Improve accessibility of entrances, exits and circulation routes.	• Ramps, handrails and accessible pathways are provided and maintained. • Corridors and walkways are kept clear of obstructions to ensure safe access. • Door widths, thresholds and access to different levels of the building are regularly reviewed to ensure accessibility.	Senior Leaders Caretaker Office Manager Finance and Operations Director.	Ongoing	
	Ensure accessible toilet and changing facilities are available.	• The availability and suitability of accessible toilets are regularly audited. • Facilities are appropriately equipped and maintained. • Appropriate changing and personal care facilities are provided where required. • Accessible facilities are kept available for use when needed and are not used for storage.	Senior Leaders Caretaker Office Manager Finance and Operations Director.	Ongoing	

AIM	OBJECTIVES	ACTIONS BEING TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
	Ensure accessibility is considered when planning building work and improvements. Establish effective systems for maintaining accessible facilities.	• Accessibility requirements are incorporated into all refurbishment and building projects. • Pupils, parents, staff and relevant professionals are consulted when planning changes. • The needs of current and prospective pupils are considered when planning and implementing adaptations. • New facilities are designed and developed to meet relevant accessibility standards. • Routine checks of ramps, lifts, handrails, doors and accessible toilets are carried out. • A clear process is in place for reporting and resolving maintenance issues. • Repairs affecting accessibility and safety are prioritised. • Records of accessibility checks, repairs and improvements are maintained.	Senior Leaders Caretaker Office Manager Finance and Operations Director.	Ongoing	

AIM	OBJECTIVES	ACTIONS BEING TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
Improve the delivery of information	**Ensure information is accessible to all pupils, parents and carers.**	• Information is provided in alternative formats where required, including large print, braille, audio and electronic formats. • Written communication is clear, concise and easy to understand. • The needs of families with visual, hearing, physical or cognitive disabilities are considered, and effective communication is supported through appropriate adjustments. • Feedback is sought from families to identify and accommodate their preferred methods of communication.	Senior Leaders Office Manager Teachers	Ongoing	School information is available in accessible formats when required. Parents and carers can access and understand key school communications. Digital platforms and school documents meet accessibility requirements. Staff are confident in providing accessible information. Families with hearing or visual impairments can access school information. Communication barriers are identified and addressed promptly.
	Improve accessibility of school communications and documents.	• Newsletters, letters, reports and other school documents are regularly reviewed to ensure they are accessible. • Accessible fonts, appropriate font sizes, clear layouts and suitable colour contrast are used across school communications. • Electronic documents are created in formats that are compatible with screen readers. • Digital documents are provided in accessible formats rather than relying solely on scanned PDFs. • School communication methods, such as School Spider, are promoted, and parents are supported to access and use these platforms effectively.	Senior Leaders Office Manager Teachers	Ongoing	

AIM	OBJECTIVES	ACTIONS BEING TAKEN	PERSON RESPONSIBLE	TIMESCALE	SUCCESS CRITERIA
	Ensure important school information is communicated in a variety of ways.	• A combination of verbal, written, visual and digital communication methods is used. • Key messages are reinforced through more than one communication channel to ensure information is effectively communicated. • Accessible information about school events, trips, meetings and activities is provided to families. • Families are given sufficient notice of important information, upcoming events and any changes.	Senior Leaders Office Manager Teachers	Ongoing	