



Accessibility Plan 2025-2028

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Vision & Values

Vision Statement

Let your light shine.

Access and ambition for all to enjoy life in all its fullness.

Foundational Scripture

Matthew 5: 16 In the same way, let your light shine before others, that they may see your good deeds and glorify your Father in heaven.

Our school values are rooted in the Sermon on the Mount and are the basis of all relationships, decisions and direction of our school.

School Values

Our school values are at the heart of everything we do. We aim to provide high quality learning opportunities which help foster these values within children.

Our values are:

Friendship

Thankfulness

Hope

Unity

Compassion

Forgiveness

Justice

Endurance

Trust

At Hoole Church of England Primary School, we aim to help children become:

- **Enthusiastic, curious, independent thinkers – motivated, reflective and resilient learners** who persevere when faced with challenges and who celebrate their achievements and those of their friends;
- **Respectful, compassionate and kind friends** who are able to work with others, forgive, trust, support and communicate with others;
- **Confident, thankful individuals** who understand their own worth; how to stay safe and healthy and how to manage feelings and relationships;
- **Tolerant and responsible citizens** who show respect for others, and a commitment to appreciate and contribute positively to the world around them.

Statement of intent

This plan outlines how Hoole Church of England 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 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
- The Special Educational Needs and Disability Regulations
- Education and Inspections Act
- Equality Act
- Education Act
- Children and Families Act
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

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 Inclusion Leader 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-term, medium-term 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

Aim: To increase the extent to which disabled pupils can participate in the curriculum.

	Issue	What	Who	When	Outcome	Review
Short term	To extend staff knowledge, understanding of and application of adaptive teaching and retrieval strategies so that all pupils are supported to know more and remember more.	Audit of the curriculum	Headteacher, Curriculum Leader, Teachers, Inclusion Leader, Subject Leaders.	Spring 2025	Adapted retrieval strategies embedded in school and evidenced in monitoring activities.	Adaptive teaching is very well embedded as a result of whole school CPD and collaboration. Internal audits and observations highlight support strategies and resources used to adapt teaching to ensure that all pupils are supported to know more and remember more.
Medium term	Embed systems for supporting children with physical disabilities to fully access school trips via use of the school minibus with use of appropriate support equipment.	Audit support equipment required to support pupils with physical disabilities to access	Teachers, Inclusion Leader	Summer 2025	Strategies for supporting pupils with physical needs are embedded to facilitate full participation.	School minibus fully equipped to transport children with additional needs, including wheelchair users. Additional support equipment available for pupils with physical disabilities. Next steps: 1. Audit additional equipment which

		the minibus.				may be available to support pupils with physical disabilities on longer journeys using the school minibus to further enhance safety and comfort. 2. Audit opinions of pupils with physical disabilities on travelling in the minibus to identify any further issues or barriers which may be faced.
Long term	Continue to extend use of technology to enrich learning for children with additional needs in partnership with other schools and external partners.	Research latest apps, software and programs to support learners with additional needs.	Headteacher, ICT manager, SENCO	Summer 2025	Teaching and learning strategies for pupils with SEND enriched by use of variety of technological resources, apps and programs. Range of hardware and software used to support additional needs extended.	School has engaged in EiP cluster visits (including to Resource Provision settings) to review strategies for supporting pupils with SEND including those with physical, sensory, communication and social/emotional barriers to learning. In addition, we are participating in the CDLT SEND forum to identify enhancements to support strategies used. Primary Quiz purchased to support pre and post learning reinforcement. Barriers to participation in online learning activities, i.e. TT Rockstars, reduced. Next Steps: 1. Survey local specialist SEND schools to identify technology used to enrich learning.

5. Planning duty 2: Physical environment

Aim: To improve and maintain the school's physical environment to support access and participation for children and individuals with physical disabilities and/or sensory difficulties.

	Issue	What	Who	When	Outcome	Review
Short term	Audit access to all outdoor areas of the school site for wheelchair users.	Ensure that all outdoor areas are wheelchair accessible.	SBM Site Manager	Summer 2025	Adaptations made where appropriate to support full access and participation for stakeholders who use wheelchairs.	Reasonable adjustments made where possible to ensure that outdoor areas are wheelchair accessible. PEEP completed in consultation with wheelchair users in school to ensure that evacuation strategies are robust and effective.
Medium term	Ensure toilets are fully accessible for stakeholders with sensory difficulties.	Audit issues children with sensory difficulties face when accessing the toilets.	SBM Inclusion Leader	Summer 2025	Issues which present difficulties for pupils with sensory difficulties are reduced.	Adaptations made where school is aware of sensory issues presenting concern. Next Steps 1. Audit the toilet area environments. Consider how noise could be reduced to minimise distress.
Long term	Review access to appropriate parking facilities for stakeholders with physical disabilities.	Review disabled parking provision and strategies which support stakeholders with disabilities.	Headteacher Site Manager SBM	Autumn 2025		Adaptations agreed for individuals and families transporting children with physical disabilities. Next Steps 1. Survey relevant families to measure impact and identify further possible enhancements.

6. Planning duty 3: Information

Aim: To ensure that school information is accessible to stakeholders with communication, language or sensory barriers to ensure equity and fairness in access, participation and engagement.

	Issue	What	Who	When	Outcome	Review
Short term	Increase the participation and engagement of targeted vulnerable pupils and their parents/carers in learning and school life ensuring equity and fairness in access and engagement.	Audit	Deputy Headteacher, Inclusion Leader, Attendance Leader, Phase Leaders, Teachers, Administration Team	Spring 2024	School is aware of accessibility gaps to its information delivery procedures. Revised approaches identified and adopted.	<p>Parent/Carer forums established to provide safe space for relevant families to communicate with them about how we can enhance provision to meet needs. Adjustments made during school events and PTA run activities in school to secure increased participation and engagement in school life for relevant pupils. Reasonable adjustments made to support participation of neurodivergent individuals, including parents/carers in school activities.</p> <p>Next Steps</p> <ol style="list-style-type: none"> 1. Outcomes of meetings of SEND Parent/Carer Forum discussed with wider SLT and governor representatives. 2. Develop working party of parents/carers with disabilities to support evaluation of systems in school and review of accessibility strategies.

Medium term	Written information is not fully accessible to stakeholders with communication and language barriers.	Provide written information in alternative formats and languages. Research translation tools and adaptive technology.	SBM, SLT Inclusion Leader Administration Team	Spring 2025	Written information is fully accessible to all stakeholders.	Reasonable adjustments made on request, including variations to font size/presentation format or use of translation tools. Next Steps <ol style="list-style-type: none"> 1. Further investigate tools which may enable school to provide information in a wider variety of forms to better meet stakeholder needs. 2. Audit additional needs within our school population to ensure that we can accurately identify tools/strategies which may be most useful.
Long term	School website is not fully accessible for stakeholders with visual impairment and communication barriers.	Research adaptive technology which could increase accessibility of school website.	Headteacher Administration Team	Autumn 2025	Website is fully accessible to all stakeholders.	Ongoing work planned in conjunction with website service provider to ensure that accessibility of information is improved. Next Steps <ol style="list-style-type: none"> 1. Audit availability and viability of tools which auditory commentary for information provided.

7. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is May 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.