



Padiham Green CE Primary School

Jesus said, "Come, follow me." Matthew 4:19

Accessibility Policy 2026 - 2027

Accessibility Policy Statement

This Accessibility Policy outlines the commitment of the staff, pupils and governors of Padiham Green CE Primary School to ensuring that all pupils, staff, parents, carers and visitors can access and participate fully in school life.

At Padiham Green CE Primary School, we are committed to providing an inclusive environment where everyone is treated with dignity, respect and fairness. We recognise our duties under the Equality Act 2010 and are committed to making reasonable adjustments to ensure disabled pupils and adults are not placed at a substantial disadvantage.

We believe accessibility is the responsibility of the whole school community and should underpin all aspects of school life.

This policy aims to improve:

- Access to the curriculum for pupils with disabilities.
- Access to the physical environment.
- Access to information for pupils, parents, carers and visitors with disabilities.
- Participation in wider school life, including educational visits, clubs, worship and enrichment activities.

The School in Context

Key Features of the School

- We are a Church of England one-form entry primary school with seven classes.
- The school has an Accessibility Plan and is fully accessible for wheelchair users.
- We are committed to identifying and removing barriers to learning and participation.
- We support pupils with a range of physical, sensory, communication, learning and medical needs.
- Accessibility needs are considered through our SEND procedures and individual support plans where appropriate.

Ethos and Atmosphere

At Padiham Green CE Primary School:

- Every child has the right to access a broad and balanced curriculum.
- We maintain high expectations for all pupils regardless of disability.
- We promote independence, confidence and participation.
- We work in partnership with families and professionals to meet individual needs.
- All members of the school community are encouraged to challenge discrimination and promote inclusion.
- School displays, resources and learning opportunities celebrate diversity and inclusion.

Medical Needs and Accessibility

The school recognises that some children require medical support to access education safely and effectively.

Medication

- Prescription medication will only be administered where it has been prescribed by a medical professional and is required four times per day or more.
- Parents/carers must complete the school's medication consent form before medication can be administered.
- Medication must be provided in the original pharmacy-labelled container.

Non-Prescription Medication

- The school does not administer Calpol or other non-prescribed medicines at parental request.
- Parents are encouraged to make alternative arrangements for administering non-prescribed medication outside school hours.

Asthma

- Pupils should have access to their own prescribed inhalers at all times.
- The school maintains an emergency spare salbutamol inhaler for use in accordance with Department for Education guidance and parental consent.
- Appropriate asthma records and healthcare plans will be maintained where required.

These procedures ensure that medical conditions do not create unnecessary barriers to pupils accessing education and school activities.

Monitoring and Review

Padiham Green CE Primary School continually reviews accessibility across the school.

We monitor:

- Curriculum access.
- Attendance.
- Participation in educational visits.
- Participation in clubs and extra-curricular activities.
- Accessibility of the physical environment.
- Accessibility of information.
- Medical provision and support.
- Feedback from pupils, parents and visitors.

The Headteacher and SENCO are responsible for monitoring the effectiveness of this policy and reporting to Governors.

Learning and Teaching

We aim to provide all pupils with the opportunity to succeed by:

- Providing quality first teaching.
- Adapting learning to meet individual needs.
- Using a range of teaching strategies and resources.
- Providing additional adult support where necessary.
- Using specialist equipment and technology where appropriate.
- Working closely with external agencies and professionals.
- Ensuring all school visits and enrichment opportunities are accessible.

Learning Environment

There is a consistently high expectation of all pupils regardless of disability.

- Adults in school will be positive role models and promote inclusive practice.
- We place a high priority on the provision for pupils with SEND.
- All pupils are encouraged to be actively involved in their own learning.
- A range of teaching methods are used to ensure effective learning for all pupils.
- Consideration is given to the physical learning environment, including classrooms, displays, resources and signage.
- The school provides an environment in which all pupils have equal access to facilities and resources.

Physical Environment

We are committed to maintaining and improving access to school buildings and facilities.

This includes:

- Accessible entrances and exits.
- Clear access routes around the site.
- Accessible toilet facilities.
- Suitable evacuation procedures.
- Appropriate risk assessments.
- Accessibility improvements considered as part of building maintenance and development.

PEEPs (Personal Emergency Evacuation Plans) will be developed where required.

Access to Information

Information will be made available in accessible formats upon request.

This may include:

- Large print.
- Electronic copies.
- Alternative formats.
- Additional support for understanding school communications.

The school website will continue to be maintained to support accessibility for users.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure compliance with statutory accessibility requirements.
- Monitor implementation of the Accessibility Policy and Accessibility Plan.
- Review progress towards accessibility objectives.

Headteacher

The Headteacher will:

- Lead implementation of the policy.
- Ensure staff receive appropriate training.
- Monitor accessibility arrangements.
- Report progress to governors.

SENCO

The SENCO will:

- Support staff in identifying barriers to learning.
- Coordinate provision for pupils with additional needs.
- Liaise with families and external agencies.

Staff

All staff will:

- Promote inclusion.
- Make reasonable adjustments where appropriate.

- Ensure pupils have equal access to learning opportunities.
- Report accessibility concerns.

Accessibility Plan

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, governors and parents/carers	Create and review individual accessibility arrangements and PEEPs where required. Annual reminder to parents regarding access needs.	Ongoing	Needs are identified and appropriate support is in place.
Maintain safety for visually impaired pupils and visitors	Ensure pathways are clear, signage is visible and lighting is maintained.	Ongoing	Visually impaired individuals feel safe around the school site.
Ensure all areas of school remain accessible	Maintain clear corridors, entrances and exits and address barriers promptly.	Ongoing	All pupils, staff and visitors can safely access the site.
Support pupils with medical needs	Review healthcare plans, ensure medication procedures are followed and maintain emergency asthma provision.	Ongoing	Pupils with medical needs are able to access education safely.
Ensure all educational visits are accessible	Complete risk assessments and make reasonable adjustments where necessary.	Ongoing	All pupils can participate in educational visits wherever possible.
Improve access to information	Provide information in alternative formats when requested.	Ongoing	Information is accessible to all families and visitors.
Ensure staff have appropriate accessibility training	Identify training needs and provide updates during staff meetings and INSET.	Annually	Staff confidence and understanding is improved.
Ensure children with disabilities can fully participate in school life	Make reasonable adjustments to clubs, worship, playtimes and enrichment activities.	Ongoing	All children feel included and able to participate.

Linked Policies

- Equality Policy
- Accessibility Plan
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

- Health and Safety Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy

Conclusion

This policy reflects our commitment to nurturing children who feel safe, loved, and inspired to learn and shine. Guided by Jesus and Gospel Values, we help every child experience **'Life in all its fullness' (John 10:10)**.