

GREAT SANKEY PRIMARY SCHOOL



ACCESSIBILITY POLICY

Version	Date	Action
1	March 2019	New policy written and implemented by LGB
2	July 2020	Updated for Sept 2020
3	July 2021	Updated for Sept 2021 <i>Included updated position and COVID-19 response</i>
4	Sept 2022	Updated for Sept 2022 (aims and actions)
5	Sept 2023	Updated for Sept 2023 (aims and actions)
6	Sept 2024	Updated for Sept 2024 (aims and actions)
7	Sept 2025	Updated for Sept 2025 (aims and actions)
8	Sept 2026	Updated for Sept 2026 (aims and actions)



'Together We Learn and Grow'

Accessibility Policy

Purpose of the plan

This policy shows how Great Sankey Primary School intends to continue to ensure increased accessibility of our school for disabled pupils, staff, parents/carers and visitors. Great Sankey Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Great Sankey Primary School

At GSP, we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential. Improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted and encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits. To this end, we have drawn up our own Accessibility Plan.

Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in

comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan will be drawn up to cover a three-year period and will be updated annually. It will contain relevant actions to:

- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of the written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame.

Our aims are:

- 1. To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Great Sankey Primary School**
- 2. To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services**
- 3. To improve the delivery of information to pupils with a disability and parents.**

Aim 1: To reduce and where possible, eliminate barriers to accessing the curriculum and to enable the full participation of pupils, and prospective pupils, with a disability in Great Sankey Primary School.

Our current position:

- Liaising with external service and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- Using specialist staff members to support learning and to give pastoral and inclusion support.
- Organising Teaching Assistant (TA) deployment to cover a mix of curriculum and learning needs.
- Ensuring that where appropriate, pupils have access to national and internal assessments facilitated by provision of extra time, readers etc.
- Provision of a bank of specialist resources, available to support individual pupil needs.
- Setting clear learning objectives that are appropriately adapted for individual pupils.
- Ensuring that parents/pupils are included in the target setting process.
- Encouraging the use of clear, well-presented visual aids to support the learning of all pupils.
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils.
- Developing a restorative approach ethos within school.
- Using a range of teaching methods and styles to facilitate access for all pupils: for example appropriate use of language, questioning techniques, individual, pair and group work. (visual/auditory/kinaesthetic).
- Using ability groups to target additional needs, with skilled TAs to support learning.
- Buddy schemes to support vulnerable pupils.
- Making every effort to enhance inclusion at all times.
- Creating a culture of understanding and tolerance, so that all ability groups and all disabilities are accepted as part of our school community.

Aim 1	To be achieved by	Responsibilities/ Time and Cost	Success Criteria	Monitor and Review
1.1 To ensure all staff are trained to support children with medical conditions.	Update staff training annually in: Asthma Epilepsy Diabetes and as required in other specific conditions Update Medicines Policy annually and ensure annual parental medical forms are gathered.	All staff SLT H&S Lead First Aid Team September 2026 – ongoing	Staff are confident supporting children with medical conditions Staff have received appropriate training for medical conditions Medicines Policy updated Parental Medical forms completed	SLT Class Teachers Governors update
1.2 Improve assessment systems further to embed consistent practice across the whole school within foundation subjects	Review NFER Year 1,3,4,5 impact for baseline. Staff meeting time to moderate between classes within a key stage and key stages for progression. Curriculum co-ordinators to have greater ownership of the assessment and be involved in suggesting appropriate interventions and support Curriculum co-ordinators to continue to report results (including 'soft' data) and progress to Governors	Headteacher Deputy Headteacher SLT Cost of new assessment tracking system (tbc)	Assessment systems are consistently and effectively used across the whole school	Headteacher Deputy Headteacher Governor Update

1.4 Enrichment activities are planned to ensure the participation of a range of pupils	Review enrichment provision provided by school staff	SLT All staff	Increase range of enrichment activities to include all pupils	Headteacher Deputy Headteacher
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Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability can take advantage of education and associated services.

Great Sankey Primary takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking improvements and refurbishment of the site and premises.

Our current position:

- The school building is accessible for pupils with physical difficulties.
- Lift for access to top floor (KS2)
- The outside play areas are flat and accessible to wheelchair users, including the school field with additional paving added
- 2 disabled car park spaces are available in the school car park
- Disabled toilet facilities are available with wheelchair access on both floors
- Private room spaces are available to enable confidential meetings to take place with SENDCo, staff, support agency staff and parents
- Space for small group work and individualised work for targeted learners
- Children's work is shown to be valued by use in displays around the school and in classrooms
- The outdoor learning environment continues to be developed to enhance pupil's health and well-being, including a running track, gym equipment, quiet areas, play areas, artificial pitch

Aim 2	To be achieved by	Responsibilities/ Time and Cost	Success Criteria	Monitor and Review
2.2 Pupils have positive experience due to enhancement of outdoor areas	By end of September 2026	Purchase of new playground resources (approx. £600)	More positive experiences.	SLT to review at lunchtimes, liaise with middays
2.2 There is a reduction in the number of minor bumps	The children are able to access all outdoor areas and have adequate space to learn and play Continue to stagger lunchtimes to ensure fewer children accessing outdoor areas at one time Ensuring midday training on appropriate play supervision	Headteacher H&S Leader All Staff	There is a reduction in the number of reported playtime incidents involving bumps.	Monthly accident review carried out by Headteacher using Medi Tracker

Aim 3: Improvements in the provision of information in a range of formats for pupils with a disability.

Our Current position:

- Visual timetables and information supported by signs/symbols for all pupil, including targeted pupils
- Home-school books for some children to ensure effective communication
- Provision of verbal or large print information for targeted pupils
- Email to parents
- Enhanced training for SENDco to support with staff training
- Close working with external providers

Aim 3	To be achieved by	Responsibilities/ Time and Cost	Success Criteria	Monitor and Review
3.1 Review information to parents/carers to ensure accessibility Availability of written material in alternative formats	● Provide information and letters in clear print in 'simple English' or translated to Cantonese for our HK families if required ● School Office / SENDco / Pastoral will support and help parents to access information and complete forms ● Parents will be signed up for Arbor ● Ensure website and all documents accessible via the school website can be accessed by the visually impaired ● The school will be able to provide written information in different formats when required for individual purposes	All Staff SLT Headteacher Deputy Headteacher School Office Governors	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	

Links with other policies and procedures:

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Monitoring arrangements:

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Local Governing Board.

N Williams

September 2026