

Eccleston St Mary's Church of England Primary School



Accessibility Plan

Through Jesus, We Love, Learn and Grow

The Purpose and direction of the school's plan: Vision, mission and values.

Eccleston St Mary's CE Primary School has high expectations for disabled pupils and a commitment to pupils' full participation in school activities and community. Our SEND policy is written to comply with the Equality Act 2010 for pupils who may have disabilities or special needs. In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Information from pupil data and school audit

The school currently has an average of 10% of pupils on the SEN register with varied needs. The Special Educational Needs of the pupils include a range of language difficulties including Speech and language difficulties and dyslexia, dyspraxia, Autism, speech and hearing impairment, social and emotional difficulties, medical needs such as severe allergies and severe physical difficulties.

Access in School

- The school has physical access to the main entrance on one level though a ramp is available for access to the hall.
- There are disabled toilet facilities available and accessible.
- The interior of the building is not fully accessible due to 3 steps from the Reception desk to corridor level to the KS2 block however, this can be overcome with reasonable adjustments, such as using other routes.
- A widened doorway in the Y4 classroom allows wheelchair access from the playground into the KS2 block.
- Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to specific designated spaces.

- School gates have been modified to extend visibility on entrance to the school site.
- All play areas are fenced off from the car park by a locked gate or are sited to the side and rear of the building away from the car park.
- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. Space for quiet work and small group work is limited but has been improved over recent years. Pupils can work in the Key Stage 1 and 2 resource areas, the Library and the meeting room.
- Furniture and equipment are selected as standard, age related as appropriate.
- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in dramatic productions, music, PE, after school clubs and class sharing worship and assemblies.
- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' individual targets as specified on their SEN support/ IEP plans. Staff liaise with specialist and support services.
- Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them. Coloured overlays and different coloured paper is used where this has been identified as being effective for a specific child.
- Hearing loops are used in the hall and the classroom for hearing impaired pupils.
- We have a clear policy on the administration of medicines, with staff trained to administer epi-pens. There is a register of children with medical needs and care plans.
- Photographs of children with specific medical needs or allergies are displayed in the staff room and medical room. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.
- Epi-pens and inhalers are always taken on visits / trips out of school. Staff trained in first aid and/or the use of epi-pens always accompany the relevant pupils on trips.

Views of those consulted during the development of the plan

Parents, pupils, school staff and governors have been consulted in order to write this plan. Comments and recommendations have been taken into account wherever possible and included in our action plan. Through feedback received at parent consultations and SEND reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

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Accessibility Plan Overview

Detailed Access audits are available in school on request

Equality and Inclusion				
Target	Strategy	Time	Success Criteria	Progress
To improve staff awareness of disability & equality issues.	Review training needs. Provide training as necessary or appropriate.	Training to be delivered annually, as appropriate so that all staff are aware of current best practice.	Equality and disability issues are identified and addressed by all staff.	Updates on equality issues termly
To ensure all policies, where necessary, consider the implications of disability access.	During natural review of policies, consider and include measures to address disability access	Part of the 3 year policy cycle	Policies are fully inclusive of issues related to disability and reflect current legislation.	Governors policy review cycle now included in the FGB agendas

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Improving Curriculum Access				
Target	Strategy	Time	Success Criteria	Progress
To continue to enhance the teachers' ability in differentiating the curriculum to meet the needs of pupils with SEND.	Audit staff training needs on curriculum access. SENCO to provide ongoing training to staff on recognising pupils with SEND and on Quality First Teaching.	Revisited regularly at staff curriculum meetings – ongoing in order to keep current	Raised staff confidence in strategies for differentiation and increased pupil participation.	SENCO has delivered relevant training and continues to do so; staff are teaching in line with recommendations.
To enable TAs to provide focused support for pupils with SEND so as to move them on in their learning	Audit of staff skills – training implemented, as appropriate	Specific training for both ADHD and Phonics in 2024; on questioning techniques in 2023. Needs revisited regularly and training offered, as appropriate.	A full range of interventions are in place and SEND pupils will be making accelerated progress	TA meetings are held regularly when training needs are discussed and planned for as appropriate.
To ensure that all school visits and trips	Ensure venues and means of transport	Ongoing	All pupils are able to access all school trips	Ongoing

are accessible to all pupils.	are vetted for suitability.		and take part in a range of activities	
To ensure children with SEND can take part equally in lunchtime and after school activities	Discuss with colleagues running clubs after school. School to ensure that support is provided for these pupils, as necessary.	As required	Children with SEND feel able to participate equally in out of school activities.	Ongoing
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes, communication aids etc.	All children will be able to work as independently as is possible	Review as part of SEN Support Plan reviews.	Ongoing

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Improving Physical Access				
Target	Strategy	Time	Success Criteria	Progress
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT and Buildings, Health & Safety Governors. Suggest actions and implement as budget allows.	Audit to take place each year (Spring term)	Modifications will be made to the school building to improve access, as appropriate.	All classrooms now have their own external door, enabling easier access and to help with ventilation in summer
As pupils with SEND move to different classrooms ensure that an environmental audit is carried out to access any physical improvements which need to be made to the classroom.	SLT, Teachers & TAs assess each classroom as appropriate.	Ongoing	Modifications will be made to the classroom.	Hessian backing in place in all classrooms and corridors to dampen echo for HI pupils

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Improving Delivery of Written Information				
Target	Strategy	Time	Success Criteria	Progress
Ensure we ask all staff / children /parents/carers to indicate access needs when joining the school	Ask at 1:1 meetings with prospective parents. Ensure this is covered during recruitment process.	Annually	All who are a part of the school will feel welcomed and valued	Established
To provide alternative formats/languages when needed for information	Support from LCC services for alternative formats when necessary.	On going	Sharing of information with parents & local community improved	Letters are translated as appropriate at the moment
To provide written communication in various formats if needed.	Make parents and visitors aware that our information can be sent via email, text, website, Instagram and Facebook.	Ongoing - linked to need	All connected with school will have access to the necessary information	Established

	Formats and fonts can be changed. Larger print copies will be made available.			
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This review : September 2026

Next review: September 2027