

Leigh St Mary's CE Primary School

Accessibility plan



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MISSION STATEMENT

INSPIRE: To be the best that I can be

BELIEVE: To believe I can make a difference for good in this world

ACHIEVE: To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever changing world.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Leigh St Mary's aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

In Wigan, the vision is that all children and young people in the borough, whatever the age, ability, background or setting, will receive an outstanding education. This plan outlines how Leigh St Mary's will ensure suitable access for pupils with a disability.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Aims:

Increase access to the curriculum for pupils with a disability:

Current Good Practice:

- Leigh St Mary's offers an adapted curriculum for all pupils whose learning needs require additional support.
- We use carefully chosen resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum resources include examples of people with disabilities.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is regularly reviewed and monitored to ensure it meets the needs of all learners.

Improve and maintain access to the physical environment

Current Good Practice:

The environment is adapted to the needs of pupils as required. This includes:

- The school is a single storey building
- Carpeted areas are smooth and without bumps or differing levels.
- Entry to areas with differing levels are smooth and easily accessible for pupils requiring wheelchair access
- Corridor width
- Disabled toilet and changing facilities
- Library shelves at wheelchair-accessible height

Improve the delivery of information to pupils with a disability

Current Good Practice:

Leigh St Mary's uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Induction loops
- Pictorial or symbolic representations
- Use of coloured paper
- Use of visualisers
- Displays are visually sensitive
- Use of computing technology to aid communication
- A variety of communication methods verbal, visual, in-person, online

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by [the full governing board.

It will be approved by the full governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy