School Accessibility Plan 2024-2027

Under the Equality Act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of gender, disability, religion, belief or sexual orientation'.

According to the Equality Act 2010 a person has a disability if:

a) He or she has a physical or mental impairment, and

b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are also included.

c) If a person has been disabled in the past (for example, recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

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.

The Accessibility Plan is listed as a statutory document in the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Adlington Primary school the Accessibility Plan will form part of the Resources Committee's responsibility.

Mission Statement

At Adlington Primary School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of truth and honesty in which everyone feels valued and shows respect for each other and their surroundings. As a team, we are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential.

The Accessibility Plan at Adlington Primary School has been developed and drawn up based upon information supplied by parents, staff, pupils, governors, the Local Authority and other outside agencies.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

Adlington 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

We aim to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share a protected characteristic and persons who do not share it.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable.

The Accessibility Plan contains relevant and timely actions to:

- Improve awareness of Equality and Inclusion
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary and providing physical aids to access education.
- Ensure that all pupils can access the curriculum regardless of their learning need or disability. This includes developing teaching pedagogy to ensure Quality First Teaching is in place and offering alternative provision for pupils with learning needs that are additional to or different from that which Quality First Teaching would largely support. The curriculum will be expanded as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation 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 the delivery of information to pupils, staff, parents and visitors with disabilities, particularly written information. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Plan should be read in conjunction with the following school policy documents:

- Public Sector Equality Policy (The Halliard Trust)
- Single Equality Policy (The Halliard Trust)
- Behaviour Policy
- Curriculum Policies

- Emergency Response Policy
- Health and Safety Policy
- Special Educational Needs Policy
- School Prospectus
- The Local Offer
- School Development Plan

Person Responsible: S. Swinson
Reviewed September 2025

Access to the Curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
To liaise with the local pre-schools to review potential intake each September	To identify pupils who may need special provision	On-going	EYFS teacher and SENDCO	School is aware of any children due to start school who may have additional needs
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	Headteacher and governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents and outside agencies for pupils with on-going additional needs.	To ensure collaboration between all key personnel	On-going As required	SENDCO / class teacher	Personalised plans are in place for any disabled pupils, and all staff are aware of pupils' needs.
Ensure support staff have specific training on SEN and disability issues	Identify training needs at regular meetings	On going	SENDCO / Headteacher	Raised confidence of support staff
Interventions are targeted at pupil groups and reviewed every half term.	Review the needs of children with additional needs, provide training. Review support for pupil premium children and vulnerable groups.	Ongoing. Half termly review.	SENDCO / Headteacher	All staff are trained to deliver interventions and aware of issues linked to accessibility and inclusivity.
Ensure all staff (teaching & non-teaching) are aware of disabled children's	Set up a system of individual action plans for disabled children when appropriate. Share information	Ongoing	SENDCO	All staff are aware of individuals' needs

curriculum access	with all agencies involved with each child			
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	EVC / SENDCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Ongoing	SENDCO & PE co-ordinator	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENDCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with 'Out of school Club' staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENDCO	Disabled children feel able to participate equally in out of school activities.
Classrooms are organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms e.g. Sound Field Systems etc	Ongoing. Reviewed annually.	Class teacher / Headteacher	Disabled children feel able to participate and develop independence skills.
Access arrangements to meet individual's needs when taking tests etc will be applied for and support provided when required.	SENDCO/class teacher will ensure appropriate information is provided in order to apply for access arrangements.	Ongoing	SENDCO/class teacher	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
Improve the physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site.	On going	Resources Committee	All newly refurbished areas are designed with accessibility in mind. (the school has architects plans drawn up showing full disabled access – ramps, lifts etc but until funding is available this is on hold)
To enable physically disabled drivers to park immediately outside the school	Ensure that there is access to the disabled parking space throughout the school day.	Ongoing	Headteacher	A designated space is allocated for disabled drivers
Ensure everyone has access to the main reception area	Ensure that nothing is preventing wheelchair access- e.g. displays or furniture or carpeting	On going	Headteacher and Site Maintenance Officer	All access routes are clear from obstructions
Disabled access route is clearly marked from the outside of the building	New signage purchased and instated	December 2024	Site Maintenance officer/Health & Safety Committee/ Headteacher	Disabled access is clearly marked. Disabled parents / carers / visitors feel welcome.
All external areas of the school are clearly lit at night	New lighting installed covering frontage of school building and playground.	Complete	Resources Committee	All external areas of school are clearly lit at night
Maintain safe access for visually impaired people	The edges of all steps to be regularly painted with textured white non-slip paint. Grab rails to are provided throughout school where necessary	On-going On-going	Site Maintenance Officer Resources Committee Site Maintenance Officer	School is accessible for visually impaired pupils, staff and visitors.

	Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child and white markers on the adventure playground equipment	As required		
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b)Ensure all staff are aware of their responsibilities in evacuation by being aware of all individual needs c)If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps – Year ¾ classroom	On-going On going	Headteacher/SENDCO Headteacher to remind staff. Check during fire drills Headteacher	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from LA on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages	Plans for a welcome sign in the main reception area.	December 2025	Headteacher / SENDCO	All people feel they are welcome in school
Inclusive discussion of admission procedures and information in all parent/teacher annual meetings	Access a translator to facilitate the admission process and participation in meetings with school staff. Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool to be added to website to allow multi-lingual access	As necessary	SENDCO / Headteacher	Staff are more aware of preferred methods of communication, and parents feel included. School website will become accessible to all
Pupil voice	Children are given opportunities to share their concerns, their views and their ideas. Adaptations are made as needed.	Ongoing	Headteacher	Children voice is heard and acted upon
Make available school brochures, school newsletters and other information for parents/carers in alternative formats.	Review all current school publications and promote availability in different formats. School to be aware of the LA services for converting written information	As required	SENDCO / Headteacher	The school will be able to provide written information in different formats when required.

Equality and Inclusion

Targets	Strategies	Timescale	Responsibility	Success Criteria
Accessibility Plan and Equality Statement to become an annual agenda item at Governors Meetings	Clerk to Governors to add to list of required publication details.	Annually	Headteacher and Premises Committee	Adherence to current legislation.
Training to raise awareness of equality and disability issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff/governors	Annually	Headteacher and Premises Committee	Whole school community aware of issues relating to access.
Review Inclusion and Equal Opportunities for recorded evidence of how staff provides access in all areas to all pupils.	Review policies with staff and governors.	Annually	Headteacher and Premises Committee	Policies reflect adherence to current legislation.

Support for Vulnerable Groups of Pupils

Pupil Premium	Behaviour	Nurture	Attendance and Punctuality	Family Needs	Underachieving
• Literacy and numeracy catch-up programmes. • Forest Schools – confidence building. • Counselling. • Support to access wrap-around care or after school clubs etc. • Financial support for school trips etc. • Advice from outside agencies e.g. school nurse. • Social worker or Family Support Worker.	• Clear rules, reward and sanctions systems. • In-class support to use behaviour strategies, supervise 'time out'. • Structured lunchtimes. • Interventions - Circle Time, PHSE, Secrets fo Success, Social skills etc. • Peer support. • Advice from EP, GP, CEAT, CAMHS or ADHD nurse. • Social worker or Family Support Worker. • School nurse – parenting skills. • Counselling.	• Interventions - Circle Time, PHSE, Secrets of success, Social skills, Visyon • Raising self esteem – 'I can' sheets, special person of the week, growth mindset. • Structured lunchtimes: Phys Kids; Midday Assistants to organise games; Lunchtime multi-sports coaches; lunchtime clubs etc. • Peer support. • 1:1 quality time with an adult. • After school clubs • Counselling.	• Routines lists – 'What I need to bring to school'. • Support plan monitored by HT. • Meetings with parents & carers • Breakfast club. • Local authority attendance link officer. • Counselling. • Advice from outside agencies.	• Social Worker or Family Support Worker. • Early Help. • School nursing team. • Parenting skills courses. • Counsellor • GP or SENDCO – referral to outside agencies. • Support to access wrap-around care - Breakfast club, etc. • Financial support for school trips etc. • Advice on entitlement to FSM, benefits etc. • Support to complete forms.	• Adapted provision to enable access to the curriculum. • Targeted class teacher or small group support with Teaching Assistant. • Literacy and numeracy catch-up programmes. • Resources - Visuals, ICT, task lists etc. • Cheshire East Inclusion Toolkit • SENCO assessment. • EP consultation or advice from outside agencies. • Counsellor (External) • 1:1 specialist support.

Support for Vulnerable Pupils

Area of Need	Quality First Teaching	First Concerns	Concerns
Cognition and Learning	• Differentiated curriculum planning. • In class targeted teacher/teaching assistant support. • Visual timetables, visual aids, task lists • Use of writing frames. • Access to technology. • Peer coaching • Metacognition • Information delivered in small manageable chunks • Recall and retrieval practice	• Small group literacy interventions -Nessy, targeted guided reading, guided writing or spelling, Beat Dyslexia, Comprehension Skills, Precision teaching. • Small group numeracy interventions – pre/post teaching, Precision teaching, Numicon. • Targeted small group support in class with teacher/ Teaching Assistant • EAL targeted support	• 1:1 literacy interventions – Toe by Toe, Nessy, Wellington Square, Hickey, Precision teaching of e.g. High Frequency Words. • 1:1 numeracy interventions – Plus 1, Power of 2, Precision teaching of e.g. tables. • Advice from Education Psychologist, specialist teacher
Communication and interaction	As above • Use of modified language • Use of visuals i.e. good listening • Structured school and class routines. • Visual timetable	• Use of assistive technology • Targeted in-class support with focus on speech and language skills	Small group or 1:1 support for language skills Social skills groups SaLT advice, support, programmes Makaton and assistive technology Advice from EP, SaLT, CEAT,
Emotional, behavioural and social	• Whole-school behaviour policy, rules, reward and sanctions systems • Class rules/codes of behaviour • Circle Time • Structured lunchtime • PHSE, Secrets of Success sessions • Peer support • Visyon, counselling	• Circle time • Circle of Friends • Nurture group • Social stories • In-class support for monitoring and supporting behaviour targets, access and safety • Small group support	Small group or 1:1 support Counselling Reduce Anxiety Management Plan Social skills training or anger management. Advice from EP, SaLT, CEAT, school nurse, Specialist teacher
Sensory and Physical	• Writing slope, pencil grips, wedge cushion, • Flexible teaching arrangements. • Moving and handling training • Improved accessibility of building	• Additional keyboard skills training • Additional fine motor skills practice – Motor Skills United, Write from the Start – handwriting programme • In-class support for access/safety.	1:1 support at lunchtime, for specific activities. Occupational Therapist, Physio or SaLT programmes. Advice from EP, SaLT, CEAT, School Nursing Team, Specialist teacher.