



# Slyne-with-Hest C of E Primary School Statutory Statement

|                                    |                     |
|------------------------------------|---------------------|
| Statement:                         | Accessibility plan  |
| This statement was approved:       | May 2025            |
| This statement will be reviewed:   | May 2028            |
| Governor committee responsibility: | Buildings Committee |

*Listen, learn, love and laugh as part of God's family.*

Encourage  
one another  
and  
build  
each other  
up.

1 Thessalonians 5:11

At Slyne-with-Hest C of E Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves their maximum potential. Everyone in our school is valued and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong. We work hard to ensure there are no invisible children, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 sex, race, disability, religion or belief and 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 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) and will advise upon the compliance with that duty.

## **Objectives**

Slyne-with-Hest St Luke's C of E 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Slyne-with-Hest St Luke's C of E Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Slyne-with-Hest St Luke's C of E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governors Committee Meetings.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **SLT including SENCo**
- **School Business Manager**
- **Site Manager**

## Slyne-with-Hest St Luke's C of E Primary School

### ACCESSIBILITY PLAN

#### Schedule 21: Action Plan A – Improving Physical Access

| Ref | Question                           | Recommendations   | Time Scale | Priority | Cost   | Date Completed | Responsibility |        |
|-----|------------------------------------|---|------------|----------|--|----------------|----------------|--------|
|     |                                    |   |            |          |  |                | PFT            | School |
| 1   | Corridor/paths                     | Keep corridors/paths clear from obstructions.   | Immediate  | High     | None   | Ongoing        |                |        |
| 2   | Wheelchair access to main building | At present there is access to all parts of school by a wheelchair but no direct internal access from KS1 to KS2.<br><br>Consider as part of future renovations  | Ongoing    | Medium   | Significant if work was undertaken as there are 5 steps between lower and upper part of building |                |                |        |
| 3   | Disabled parking                   | Ensure the disabled space by the main entrance is not used by other car park users.<br><br>Allow access onto the playground for additional disabled parking for events (nearer the KS2 disabled entrance) | Ongoing    | Medium   | None   | Ongoing        |                |        |
| 4   | Disabled Toilet                    | Ensure the disabled toilet remains fully accessible. This is currently also used as a changing space for a child with additional needs.   | Ongoing    | Medium   |  | Ongoing        |                |        |
| 5   | Changing and Shower facilities     | Regular checks to ensure the shower remains operational   | Ongoing    | Medium   |  |                |                |        |

## Schedule 22: Action Plan B – Improving Curriculum Access

| Ref | Question  | Recommendations  | Time Scale  | Priority | Cost   | Date Completed | Responsibility |        |
|-----|---|--|-------------|----------|--|----------------|----------------|--------|
|     |   |  |             |          |  |                | PFT            | School |
| 1   | Ensure that teachers are adapting their teaching to meet the needs of all learners.                                     | SLT / SENCo to monitor quality of provision for all pupils (including those with SEND).  | Ongoing     | High     |  | Ongoing        |                |        |
| 2   | Interventions   | SENCo to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups   | Termly      | High     | Resourcing costs of identified areas to develop          | Ongoing        |                |        |
| 3   | Ensure correct resources / support are provided for pupils with varying needs   | (We have supported pupils with ASD / HI / VI / Attachment in recent years as well as learning needs)<br>HT / SENCo meet regularly to discuss needs of current cohorts  | Termly      | High     | Possible resource implications where gaps are identified | Ongoing        |                |        |
| 4.  | Staff training in supporting pupils with SEND – focus on key areas of need within the school: ASD, SEMH needs, Dyslexia | SENCo / outside agencies deliver training where possible. Identify gaps in knowledge and seek external advice if necessary. Use of Acorn Psychology training materials | Summer 2026 | Medium   | CPD<br>Acorn<br>Psychology Hub                           |                |                |        |

**Schedule 23 Action Plan C – Improving the Delivery of Written Information**

| Ref | Question  | Recommendations   | Time Scale | Priority | Cost           | Date Completed | Responsibility |        |
|-----|---|---|------------|----------|----------------|----------------|----------------|--------|
|     |   |   |            |          |                |                | PFT            | School |
| 1   | Availability of written material in alternative formats when specifically requested                       | The school will make itself aware of the services available for converting written information into alternative formats.  | Ongoing    |          | Not applicable |                |                |        |
| 2   | Review documentation on website to check accessibility for parents with English as an Additional Language | The school will review formats on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. | Ongoing    |          | Not applicable |                |                |        |