



Accessibility Plan 2024-27

At Neston Primary School, we are committed to ensuring the equality of education and opportunity for pupils, staff, governors and parents/carers who are part of our school community. This included people with a disability or have individual needs or are disadvantaged in a way that would prevent full involvement in school life.

We make our best efforts to address the needs of all children, parents, staff and the wider community. We will work with relevant outside agencies who may be able to help us support individuals within the school.

Aims:

- To increase the extent to which all pupils, parents, carer, staff and governors can participate in the school curriculum and the full life of the school.
- Improve the school environment to increase the extent to which all members of the school community can take advantage of education.
- To make sure we do our best to deliver information to all members of the school community in a way they can access.
- We will consider the needs of members of the school community when planning and undertaking future developments, improvements or refurbishments of the site.

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.

Tracking and Monitoring of Accessibility

The responsibility of monitoring the effectiveness of this policy is held by the head teacher and the governing body.

The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governors will consider all kinds of disabilities and impairments, including but not limited to the following:

Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

Dexterity disabilities – this includes those whose everyday manual handling of objects or fixtures may be impaired

Visual disabilities – this includes those with visual impairments and sensitivities

Auditory disabilities – this includes those with hearing impairments and sensitivities

Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long term actions to address the specific gaps and improve access. All actions will be carried out in a reasonable timeframe and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Planning Duty 1: Curriculum

	Target	Strategies	Who	When	Outcome	Review
SHORT TERM	All staff are confident to deliver a quality curriculum to all children regardless of ability and disability.	Regular review of the curriculum and consider any changes or adaptations that need to be made	Headteacher, SENCO, subject leaders, teachers	termly	All children regardless of ability or disability have access to the curriculum and are supported to ensure that they achieve the outcomes that they are capable of achieving.	Summer 2025
	Ensure all staff are aware of any adaptations that may be needed to ensure	Staff training on ways to support children to retain information	Headteacher SENCO	Training planned into SDP	All staff are aware of individual needs and have skills to support.	Summer 2025

	full participation in school activities.	Meetings with the SENDCo Liaison with external agencies for additional advice				
	Use IT software to support learning	Identify software that can support children in their learning. Install so that it is accessible where needed.	Headteacher SENCO	Spring 2025	Learning is enhanced using the appropriate IT software and support	Summer 2025
MEDIUM TERM	All staff have the appropriate knowledge and skills to meet the needs of children with additional needs and/or disability	Needs of pupils with SEND are incorporated into the planning process New staff are supported in identifying and meeting needs Regular training/CPD to update knowledge and skills – face to face and virtually	SENCO, teachers, teaching assistants	Training planned into SDP	Childrens needs are met and are making progress as a result of highly trained and experienced staff. Staff are confident meeting the needs of children with additional needs. There is a consistency in approach across school when meeting the needs of all pupils.	Summer 2026
LONG TERM	Increase the amount of IT hardware (and software) available to children with additional needs and/or disability	Financial planning to increase hardware available	Headteacher, SBM, computing lead, SENCo	From Spring 2025	Lack of IT is not a barrier to children accessing the full curriculum.	Summer 2027

Planning Duty 2: The Physical Environment

Neston Primary School is an old building on a sloping site with a number of areas accessible via stairs

Length of term	Target	Strategies	Who	When	Outcome	Review
SHORT TERM	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Access plans are written for individual children as part of the IEP process when required Awareness of staff, parents, governors access needs Consider access needs during recruitment process	Headteacher SENCO	Annually (or when child starts mid year)	School is aware of accessibility barriers to its physical environment and will address issues as they arise. Staff, parents and governors will feel their needs are met Access issues do not influence recruitment and retention issues	Summer 2025
MEDIUM TERM	Ensure access around school is safe for visually impaired people	Yellow strip mark steps	Site Manager headteacher	Spring 2025	Visually impaired people feel confident in school grounds	Summer 2026
	Internal layout of school to allow access for all wheelchair users	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign and location of meetings etc Extra wide doors if possible to allow wheelchair access	Site Manager Headteacher	Autumn 2025	Wheelchair users are made to feel welcome in school	Summer 2026
LONG TERM	Children with physical disabilities can access school building.	Seek advice for the areas of school only accessible by stairs	Headteacher Site Manager	Summer 2026	School site is fully accessible	Summer 2027
	Ensure hearing equipment in classrooms to support hearing impaired.	Seek LA support hearing impaired team on appropriate equipment, auditory audit	Headteacher SENCO	Summer 2026	All children with a hearing impairment have the resources and technology which allows them to access the curriculum and	Summer 2027 Or earlier should the need arise

					achieve their outcomes	
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Planning Duty 3: Information

Length of term	Target	Strategies	Who	When	Outcome	Review
SHORT TERM	All stakeholders can access school information	Audit of information and delivery procedures Provide information in other formats for pupils or prospective pupils who may have difficulty iwht hearing or language problems. Languages other than English to be visible in school	Headteacher SENCO SBM	Autumn 2024	School is aware of accessibility gaps in the delivery of information All parents receive information they can access All stakeholders feel welcome and valued	Summer 2025
MEDIUM TERM	School website is accessible to all stakeholders	Audit of website Provide information in alternative formats	Headteacher SENCO SBM	Summer 2025	Written information is fully accessible to all stakeholders	Summer 2026

This policy should be read in conjunction with the following policies:

- SEND policy
- Teaching and learning policy
- Supporting pupils with medical conditions policy
- Behaviour policy
- Equal opportunities policy