Glazebury C E Primary School

Accessibility Policy

Policy Title	**Accessibility Policy**
Version No	**Five**
Written / Adopted Date	**October 2016** **Reviewed September 2018** **Reviewed December 2021 (just date change)** **Reviewed December 2024 (just date change)** **Reviewed February 2026**
Written By	**School**
Date shared with Staff	**February 2026**
Date Ratified by Governors	**09/02/26**
Review Date	**February 2029**

'Growing Together at the Heart of God's Community'

Trust Prayer

Heavenly Father,

Let peace, friendship and love grow in our schools.

Send the Holy Spirit to give excellence to our learning,

love to our actions and joy to our worship.

Guide us to help others, so we may

Learn, Love and Achieve

Together with Jesus

Amen

Accessibility Policy & Guidance

School values central to life in our community

At Glazebury CE Primary our core values of **Love** and **Wisdom** are at the centre of all that we do and all that we are. We feel that the values of friendship, truthfulness, hope, peace, creation, trust, compassion, justice, humility and forgiveness are fundamental to the growth of all.

Love never fails, 1 Corinthians 8:13

For the Lord gives wisdom : from his mouth comes knowledge and understanding. Proverbs 2:6

Accessibility Plan

The HEART of our school and Curriculum:

H – Helping children prepare for life, growing with God.

E – Embracing Christian Values.

A - Achievement for all.

R - Reading at the heart of our school

T – Teaching a knowledge rich curriculum.

Intent:

Glazebury C.E. Primary School has been described as being 'calm and friendly' where 'pupils behave well' Ofsted 2015. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Implementation:

This plan shows how Glazebury C.E. Primary School intends, over time, to increase the accessibility of our school for disabled children, those with special educational needs , staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled children to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

- Improving the delivery of written information to disabled children (this will include planning to make written information that is normally provided by the school to its children available to disabled children. The information should take account of children's disabilities, children and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Glazebury C.E. Primary School has been in its current location for over a hundred years. There have been many changes over the years. The building is on one floor with all classrooms, hall and dining area accessible to all. A disabled toilet is also available. The main entrances to School have flat access. There is one exception with the rear hall doors situated at the back of the school. At present we have no wheelchair dependent pupils, parents or members of staff. The school has fire and emergency lighting for disabled pupils/ staff/ visitors.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Accessibility and SEN Information (Statutory Requirements Under Section 69, Children and Families Act 2014)

In accordance with **Section 69 of the Children and Families Act 2014**, our school publishes and maintains up-to-date information for parents, carers, and stakeholders about the provision we make for pupils with Special Educational Needs (SEN) and disabilities. This forms part of our statutory SEN Information Report, which is reviewed annually.

1. Admission of Disabled Pupils

We outline the arrangements for the admission of disabled pupils, ensuring that reasonable adjustments are made so every child can access education on an equal basis.

2. Preventing Unfavourable Treatment

We set out the steps taken to prevent disabled pupils being treated less favourably than their peers. This forms part of our commitment to inclusion and equality of opportunity.

3. Accessibility of the Physical Environment

We provide details of the facilities we offer to improve access to the physical environment, ensuring that disabled pupils can take full advantage of education, benefits, facilities, and services provided by the school.

4. Access to the Curriculum

We outline actions taken to increase the extent to which disabled pupils can participate in the curriculum, including differentiation, targeted interventions, specialist support and resources.

5. Accessibility of Information

We explain how the school improves the delivery of information to disabled pupils, including alternative formats where necessary, so it is as accessible as information provided to non-disabled pupils.

6. SEN Identification, Assessment, and Support

In line with the SEN Code of Practice (0–25), we describe our processes for identifying, assessing, and supporting pupils with SEN. This includes regular monitoring of progress, early intervention, involvement of the SENCO, collaboration with specialist services, and ensuring parents and pupils are consulted at every stage.

7. Annual Review of Accessibility Plans

Our accessibility plan outlines how we will continue to develop our physical environment, curriculum access and information accessibility. The plan is reviewed regularly to reflect the changing needs of pupils and statutory requirements under Section 69.

Impact: H.E.A.R.T.

What we want our children to achieve.

- **All children** to have access to school in all areas including areas of learning.
- Staff and children to become more aware of how disability can effect equality of provision and be prepared to champion **achievement for all**.

- Children will have access to documentation from school to promote the safeguarding and proviso for those with any form of disability to ensure accessibility for all.

Appendix 1 – action plan for 2025 - 2026

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review schools accessibility, consulting all stake holders	Health and safety compliance in education to complete a shared annual audit to identify accessibility issues	Annually	DHT Disability partnership Parents Staff Pupils Local community	Annual audit complete Recommendations in school estates plan annually updated
Increase staff and pupil awareness of disability and barriers	Bespoke staff training identified pupil need; Diabetes, dyslexia Asthma training, allergies	As required	SENDCO	Relevant training delivered to specific staff to support pupil access to the school and the wider curriculum and enrichment opportunities.
To buy bespoke resources to support pupil and staff access to the school and the schools' curriculum offer and provision.	Review specific identified needs of pupils with health and safety compliance - Education and other agencies.	As required	SENDCO / School Business Manager	Specific resources Or physical building adjustments linked to individuals or statutory requirements
Plan on an individual basis educational visits bespoke to individual access needs.	Implement EVOLVE risk assessments	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities