Warton Nethersole's
Church of England Primary School

Maypole Road, Warton,
Nethersole B79 0HP

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Accessibility Plan



Aims Statement

We aim to provide a school which fosters confident, highly motivated and happy children. Our school vision (above) demonstrates that our aim is that children at Warton Nethersole's are courageous, strong and loving. We aim to be a school which ensures that every child has the opportunity to fulfil their potential through a broad and balanced curriculum which provides equal opportunities for all.

Accessibility Plan

At Warton Nethersole's Church of England Primary School, we are committed to making our school a welcoming place for all. As a church school, we promote the principles of fairness and respect for all, and in doing so welcome all members of the learning, working and visiting community into our school.

Facilities exist for Disabled users and visitors.

We do our utmost to ensure that all visitors are afforded good access and a warm welcome.

The school provides the following:

- 1 Disabled car park space immediately in front of the school entrance
- Flat access from the car park
- Access ramp into the nursery building
- 1 accessible toilet located towards the back of the main school building for staff and visitors
- 2 accessible toilets in the KS2 for pupils to use if required
- All classrooms are acoustically sound
- Well illuminated classrooms and corridors with LED lighting
- All classrooms and offices have blinds fitted to reduce glare
- Clear signage around the building for rooms and resources
- Interactive boards in all classrooms in the main school
- Ability to increase print size where necessary
- Outside access to playgrounds have ramp access
- Support from Integrated Disability Service when required
- Access to CAMHS (Child and Adult Mental Health Service) and Educational Psychology where necessary
- Close working relationships with school health team (Compass)
- Links with property services for health and safety issues, building development and site development

Date Ratified by LAB: May 2025	Date for Revision: May 2026

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- Collaborative style of leadership which welcomes the views, beliefs, ideas and concerns of all of the community
- A well balanced and differentiated curriculum to meet the needs of all of the pupils
- Provision of a rich learning environment whereby the successes of the whole child are celebrated
- Residential visits which support the needs of all of our learners
- Children on regular medication are supported as per the school's 'Administering Medicines in School Policy.'

Attitudes to disability

Everyone is warmly welcomed into Warton Nethersole's C of E Primary School. The school aims statement is inclusive and promotes the rights of every individual. It is the duty of all members of staff to promote our Christian ethos. In addition;

- We ensure that facilities and building improvements include provision for both disabled and able-bodied users
- Health and safety checks are actively encouraged by the Headteacher
- We have a fair and open admissions policy which is available on the school website
- There is a commitment by the Headteacher and Local Authority to access funding to meet the needs of pupils, staff and visitors
- We have non-discriminatory practices in the recruitment of staff which is monitored by the BDMAT

In the event of new pupils joining the school with specific disabilities the following areas would be reviewed and action taken as appropriate to meet the needs of the individual;

- ICT accessibility
- Staff CPD in disability awareness and support for particular needs
- 'Reasonable Adjustments' will be considered where appropriate
- Participation in extra-curricular activities to remove barriers where possible
- School behaviour and discipline policy shared
- Personal Evacuation plans created as appropriate

The purpose of our Accessibility Plan is to :

• Acknowledge the steps already taken by the Head Teacher and LAB of Warton Nethersole's CE Primary School to provide access by all children and adults to the school site.
• Identify areas we can further improve regarding access by all adults and children to the school site.
• Plan for our school to increase inclusion for children with disabilities and SEN.
• Increase the extent to which children with disabilities can participate fully in the school curriculum (both on and off the school site).

This plan also aims to address the diverse learning needs of children with respect to the learning environment and access to a range of educational services. It sets out how the Governing Body aims to increase access to education for children with special educational needs (SEN) in the three areas required by the key duties in the Equality Act 2010:

• Increasing the extent to which SEN pupils can participate in the curriculum;

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• Improving the environment of the school to increase the extent to which SEN children can take advantage of education and associated services;
• Improving the delivery to SEN children and their families of information which is provided in writing for pupils who do not have SEN and their families).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Responsibilities
All staff are responsible for identifying and removing barriers to learning for disabled pupils.
All leaders are responsible for improving accessibility within their area of responsibility.
The LAB is responsible for the approval of this plan.
The Head Teacher is responsible for ensuring the resourcing, implementation and updating of this plan.
The SENDCo is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs. It is a requirement that the school's action plan is resourced, implemented and reviewed and revised as necessary.

Monitoring arrangements
This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Links with other policies
This accessibility plan is linked to the following policies and documents:
• Health and safety policy
• Equality information and objectives (public sector equality duty) statement for publication
• Supporting pupils with medical conditions policy
• Special Educational Needs Policy
• Behaviour Policy

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The main priorities in the school's plan

1.Increasing the extent to which disabled pupils/ pupils with need can participate in the school curriculum

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of the SENCO and AHTs to ensure that the needs of all of the pupils are met. In order to ensure that all children are catered for the SENCO works closely with the Headteacher. A detailed IEP for all of the children with special needs is used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision. This is a focus of IEP and pupil progress meetings.

Where necessary outside agencies are contacted for specialist support eg. Speech and Language, Integrated Disability Team, Specialist Teaching Service and support from the Educational Psychologist. Emotional & physical well- being of pupils and staff is given high priority and is a feature on the SDP as well as at governor's meetings.

2.Improving the physical environment of the school to increase the extent to which disabled pupils/ pupils with need can access all areas with ease- particularly in reference to the school's expansion and recent building work.

3. Improving the delivery of information to disabled pupils that is provided in writing for pupils who are not disabled:

All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment team with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid, translators. The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered. Preferences of parents will be taken account of.

Context of the school. The main school entrance, the outside areas and the nursery are all accessible for wheelchair users. We are very aware that our site is inaccessible for some disabled pupils and adults, particularly inside the main building where room sizes are small and routes to main areas indirect. However, we want to continue to ensure our school is more accessible to more pupils through this plan. Hard copies of our school's accessibility plan will be available upon request within ten working days and a copy made available on the school website. Attached is an action plan showing how the school will address the priorities identified in the plan. The action plan covers the three year period from May 2025-May 2028

Accessibility Plan Code C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education.

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I: Improving the delivery of information so that it is accessible to everyone

Target	Plan Code	Outcome	Timescale	Resources	Person Responsible	Monitoring and Evidence
1. Leading and monitoring the disability equality scheme						
Review all school policies, procedures and plans to ensure that our vision and values are explicit within them	C,I	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Staff meetings Governing Body meetings	Head Teacher Governing Body staff	Governor minutes
Review and update school accessibility plan	C,I	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	Head Teacher SENCO Governing Body staff	Governor minutes
The Disability Equality scheme (DES) will be monitored and reviewed on an annual basis.	C	Compliance with DES	Annual review alongside SEN policy		Head Teacher SEN coordinator Governing Body staff	Governor minutes
Ensure accurate recording on Arbor and in IEPs of pupils, staff and parents / carers with identified disabilities	C,I	Up to date information of needs within school	On going	Staff meeting Update SIMS Pupils' views survey CPOMS SEN Reviews	Phase Leaders Admin Team SENDCO	IEP review notes Pupil progress mtgs Arbor Audit
2. Promoting curriculum access for disabled/SEND/vulnerable pupils and adults						
All educational visits are planned to ensure the participation and accessibility of all pupils	C	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Pre-trip visits	Teaching Staff Sports Lead EVC/ SLT	Risk assessments EVC monitoring
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils e.g. including access to whiteboard, space to move around the classroom	C	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	e.g. Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff SLT SENDCO	Learning Walks CPD from occupational health, speech and language and autistic girls network.

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Regular and sustained training and awareness raising of SEN an disability and specific cpd around needs of pupils in school	C	Whole school community awareness of the issues relating to access within school All staff to make reasonable adjustments to provision to enable full participation in the school curriculum for all pupils so they make progress	Ongoing	Understanding of differing needs and disabilities Annual review of CPD needs Performance management School nurse CPD Resources purchased and available as necessary CPOMS	Head teacher SLT SENDCO	Pupil progress meetings Performance mgt reviews CPD from occupational health, speech and language and autistic girls network.
Pupils with disabilities can access ICT equipment and programmes if appropriate	C	All children and adults can access the full range of ICT equipment available in school to support their learning and make appropriate progress Teachers plan to use a range of It resources to deliver content/visual/ audio where appropriate	ongoing	Audit of need ICT equipment and programmes to meet needs Specialist support from outside agencies	Senco Computing lead SLT	Learning walks Children have access to ICT equipment to help them with the recording of their work
3 Improving the physical environment of the school and its services						
Ensure that pupils can move around the school without experiencing barriers. Ensure physical access is consideration of further building works	E	All children and can access all parts of the school	Carry out audit of need, if need arises. Carry out risk assessment if need arises. Daily site checks	Specialist support from outside agencies as required	Head teacher SENDCO Site Manager	Health and Safety Walks Architect Meetings / Planning Meetings
Ensure personal emergency evacuation plans cover pupils and adults with disability	E	Staff are aware of all PEEPs and routes from their classroom for pupils with disabilities and vulnerabilities	Reviewed annually or as required	Specialist support from outside agencies Fire drills to prepare for actual event at different times of the	All Staff SENDCO Site Manager	Record of drill practices Fire Evacuation Plan monitored annually or as needs change.

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				day with all staff members		
4 Improving the quality of information for and about disabled pupils and adults						
To provide equal opportunities for children with physical or learning disability to have a 'pupil voice' within school.		Pupil conferencing to include information about how many of our pupils with SEN are, or would like to be members of a school pupil group.	ongoing		SENCO SLT	Pupil Conferences feedback
Parents with a disability & parents of pupils with a learning/physical disability are fully engaged in their child's learning and have a voice – informing the provision and issues affecting Special Educational Needs (SEN) across the school.		Parents have opportunities to input into and review IEPs and IEP targets as well as additional meetings with teachers and SENCO at least every half term.	Ongoing	Time for meetings IEP template review	SENCO SLT	Parent voice PINS project