

St Andrew's Maghull Primary School Accessibility plan



Written by:

Paula Dwan – SENCO DHT

Date: 6 September 2024

Approved by:

Simon Jones – Head teacher

Next review due by:

6 September 2027 or before if required

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements	5
5. Links with other policies	5
Appendix 1: Accessibility audit.....	6

.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. In the first instance, please contact the school office to arrange an appointment with the SENCO and/or Head teacher.

We have included a range of stakeholders in the development of this accessibility plan, including parents, children and staff.

2. Legislation and guidance

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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers an adaptable curriculum for all pupils.</i></p> <p><i>We adapt resources, teaching strategies and the environment to meet the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils. All subject leaders have mapped out adaptations for all 4 areas of SEND need, to ensure that all children can access every subject)</i></p>	<p>To ensure that all children reach their full potential in all areas of the curriculum, regardless of disability.</p>	<p>Closely monitor data for all SEND children using a range of tools including Ask Eddi, SEND Toolkit, Boxall Profile, and the ASD Progression Framework.</p>	<p>Paula Dwan</p>	<p>This aim is ongoing</p>	<p>Children will reach their full potential and will be able to access the curriculum through adaptations which are in line with the LDST Quality First Toolkit, desired outcomes from EHCPs, recommendations from professionals etc.</p>

Improve and maintain access to the physical	<i>The environment is adapted to the needs of pupils as required.</i>	To ensure that where possible, all areas of the school can be accessed	Work with Inclusion Consultants to review access for all children,	Paula Dwan SENCO Inclusion	ongoing	The school will be accessible to all stakeholders
---	---	--	--	----------------------------------	---------	---

environment	<p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> • <i>Library shelves at wheelchair-accessible height</i> 	through the use of ramps, adaptations to furniture etc.	completing reports and arranging for adaptations where possible.	<p>Consultants from Sefton LEA</p> <p>Support from LDST Inclusion</p>		regardless of disability or need for use of specialist equipment.
Improve the delivery of information to pupils and family members with a disability	<p><i>At St Andrew's, we use a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Coloured paper</i> • <i>laptops</i> • <i>various methods of communication for parents</i> • <i>the use of assign language interpreter for parents with hearing needs</i> 	To ensure that all staff and stakeholders are fully aware of the resources that are available for the delivery of information to pupils and family members.	Research further methods of communication which may benefit pupils and family members with specific needs.	Paula Dwan SENCO	ongoing	School will be confident in offering a wide range of methods of communication to ensure that sharing of information is fully inclusive within our school.

4. Monitoring arrangements

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

It will be approved by the Headteacher

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information
- Special Educational Needs and Disabilities (SEND) information report
- SEND policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The main part of the building is one storey.	Review access to outside areas for all pupils, ensuring that they can take part in learning and playtimes in all parts of the school building and school grounds.	Paula Dwan/Simon Jones	September 2025
Corridor access	All corridors in the main building are wide. Some stairs in infant corridor and near to KS2 library.	During 2016, dual, low, handrails were fitted to the stair case in the infant corridor. A wheelchair lift was also fitted near to the KS2 library.	Paula Dwan/Simon Jones	Review annually September
Lifts	We currently have one lift which takes wheelchairs down from ground level to the KS2 library	Ensure that the lift is regularly serviced.	John Toole (Site Manager) /Emma Ainsworth (SBM)	Review annually September
Parking bays	During 2016 we successfully applied for two marked, disabled bays to be put outside of the school gate. We currently have 4 passes (3 of which are being used). We also allow another parent (DBS cleared) to pick their child up from the staff car park, due additional needs.	Monitor the need for parking bays and apply for more passes/spaces as and when required.	Paula Dwan/Simon Jones	Review annually September or more often if required
Entrances	All entrances are wide doors which can accommodate adult sized when chairs and frames	Review access to year 6 for children with physical disability. May have to move year group classrooms due to restrictions in a very old building.	Paula Dwan/Simon Jones	Review annually September

Ramps	During 2016, ramps and hand rails were fitted to all entrances of the school building where there are steps. Kerbs in the staff car park have also been lowered.	Ensure that the ramps and rails are kept in good working order and arrange for them to be fixed as and when required.	Paula Dwan/ John Toole (Site Manager)	Review annually September
Toilets	We now have accessible toilets in the infant and KS2 buildings. The accessible toilet in the infant building is fitted with a hoist and adjustable electric bed for changing if appropriate. The accessible toilet in KS2 has a smaller sized riser bed which is adapted using a foot peddle. Both disabled toilets are fitted with lowered sink units and pulley alarm systems.	Regular checks of the disabled toilets to ensure that they are clean and that all equipment is in good working order.	Paula Dwan/ John Toole (Site Manager)	ongoing
Reception area	The Reception area of the school has ramp access and wide double doors ensuring that all children and family members who use various equipment, can access the school Reception area without any difficulty.	Regularly monitor the Reception area to ensure that it is kept clear allowing for access of all pupils and family members.	Office staff/ John Toole (Site Manager)	ongoing
Internal signage	All signage throughout the school is clear and uses a user friendly font.	Consider the use of Braille signs/Wiggit symbols throughout the school	Paula Dwan	September 2025
Emergency escape routes	Escape routes are clearly marked and shown on diagrams in each room throughout the school. Regular drills ensure that we monitor and adapt escape routes for all children and staff allowing for any disabilities and/or specialist equipment.	Continue to timetable drills at various times of the day and in various weather conditions to monitor the ease of escape routes for all pupils and adults in the building regardless of disability and/or use of equipment.	John Toole (Site Manager)	ongoing