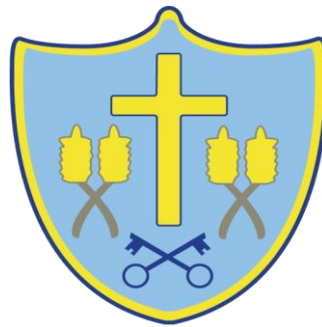


**Northern Lights Learning Trust
St. Peter's Elwick CofE Primary School**



‘To give all the opportunity to be who God created them to be and have fullness of life’

ACCESSIBILITY PLAN & POLICY

2025-2028

Prepared by V. Wilson (Headteacher)

Approved: Autumn 2025

Signed: Chair of Governing Body

Our Shared Values

St. Peter's Elwick CoE Primary School shares these values and bases the foundation of the school on Christian values

We respect and care for all members of the community, nurturing talents and creating opportunities for all in a supportive environment. We enable all members of the school community to experience success, grow in confidence, and develop skills, attitudes and talents in personal, spiritual, social and academic fields. We share a common set of values that underpin all that we do at St. Peter's Elwick CofE Primary School These values are:

Friendship & Trust

Compassion

Thankfulness

Service

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Statement of intent

St. Peter's Elwick CoE Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006

- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- **Equality Information and Objectives Statement**
- **SEND Policy**
- **Equal Opportunities and Dignity at Work Policy**
- **Admissions Policy**
- **Behaviour Policy**

2. Definition

1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day-to-day activities.
2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

3. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
4. The Headteacher, in conjunction with the NLLT and the Local Governing Body, will create an Accessibility Plan with the intention of improving the school's accessibility.
5. The Local Governing Body will be responsible for monitoring the Accessibility Plan.
6. The Local Governing Body will approve the Accessibility Plan before it is implemented.
7. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
8. The Headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
9. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
10. The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

11. The Headteacher, Local Governing Body, SENDCo and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
12. The SENDCo will work closely with the Headteacher and Local Governing Body to ensure that pupils with SEND are appropriately supported.
13. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
14. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

15. The Accessibility Plan will be structured to complement and support NLLT's Equality Policy, as well as the school's Special Educational Needs and Disabilities (SEND) Policy.
16. The Accessibility Plan will be presented as either a freestanding document or as part of another document.
17. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
18. The plan has the following key aims:
 - **To increase the extent to which pupils with disabilities can participate in the curriculum**
 - **To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer**
 - **To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.**

19. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in Autumn 2028.
20. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
21. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
22. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
23. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
24. The school will collaborate with the Trust and LA in order to effectively develop and implement the plan.
25. An access audit will be undertaken by the Local Governing Body, Office Manager and SENDCo every year.
26. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
27. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
28. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
29. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Equal opportunities

- 30. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 31. The school is committed to developing a culture of inclusion, support and awareness.
- 32. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 33. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 34. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 35. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 36. The school will act in accordance with the Admissions Policy.
- 37. The school will apply the same entry criteria to all pupils and potential pupils.
- 38. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 39. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 40. Information will be obtained on future pupils in order to facilitate advanced planning.

41. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

42. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
43. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
44. The school aims to provide a rich curriculum, adapted where necessary, to enable all pupils to feel secure and make progress.
45. The SENDCo will work together to adapt a pupil's individual targets (My Book) with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
46. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
47. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
48. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
49. There are established procedures for the identification and support of pupils with SEND in place at the school.
50. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'My Books' and 'pupil passports' for transition.
51. Specialist resources are available for pupils with visual impairments.
52. Learning support assistants are deployed to implement programmes of support.

8. Physical environment

- 53. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 54. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 55. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 56. There are provisions for nappy changing.
- 57. Where entrances to the school are not flat, a ramp is supplied for access.
- 58. Wide doors are fitted throughout the school to allow for wheelchair access.

9. Monitoring and review

- 59. This policy will be reviewed when new legislation or guidance concerning equality and disability is published.
- 60. The Local Governing Body and Headteacher will review the policy in collaboration with the SENDCo .

Approved by:

Date:

Appendix A – Accessibility Plan Template

Planning duty 1: Curriculum

Governing boards must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Access to appropriate resources to support delivery of the writing curriculum to visually impaired students.	Research of most appropriate and purchase of appropriate tools to support, following multi agency professional advice	Class teacher and Headteacher	Within first week assessment of immediate need and resources. Mapped assessment of resources needed to support future curriculum access.	Increased pupil independence and comfort.	Annually
	Ensure pupils with disabilities see themselves	Review of reading materials to	Early reading lead, SLT	2025-26 and 2026-27 (two	Diverse range of pupils represented in	Termly

	represented in our curriculum and in representations of the wider world around school	ensure representation. Review of curriculum images and displays with associated actions to increase diversity. Ensure small world representations.		year cycle curriculum)	images, class materials and reading materials. Pupils with disabilities in school are represented in their environment.	
Medium term	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present
Long term	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Issue	What	Who	When	Outcome Criteria	Review
Short term	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present
Medium term	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present

Long term	School leaders to be assured that pupil who may need a wheelchair in the future will have sufficient access should it be needed.	Full audit of school to identify potential future problems with accessibility for a pupil who may need a wheelchair in the future,	Headteacher, SENDCo and premises assistant (with advice from OT if needed)	2026	School has a full understanding of any adjustments that would be needed and can make the necessary plans to ensure that school would be ready should this be needed in order to prevent limiting access to the school environment and the curriculum.	By the end of 2026
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Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Issue	What	Who	When	Outcome criteria	Review
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Short term	Accessibility Plan to be reviewed ratified by NLLT Board and LGB	Accessibility Plan 2025-28 to be ratified	LGB	Autumn 2026	Ratified by NLLT Board, LGB and shared with school community and on website	Autumn 2026 (light touch) Autumn 2028 (full review)
Medium term	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present	n/a at present
Long Term	Concerns regarding changes to school funding and access to wider services impinging on pupils with disabilities' access to the curriculum	Ensure funding cuts don't impinge on pupils with disabilities' access to the curriculum	LGB Head of School SENDCo CFO	Continuous	SEND pupils are well served and needs are met	Annually