ACCESSIBILITY PLAN

Adopted September 2026
Review September 2027

ST ANNE'S PRIMARY SCHOOL DENTON
ACCESSIBILITY PLAN (1.5)

This plan outlines the proposals of the governing body of St Anne's Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The SEN and Disability Act (2001) amended part 4 of the Disability Act (1995) to cover education, with three key duties towards disabled pupils:-

- Not to treat disabled pupils less favourably
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage
- To plan to increase over time the accessibility of schools for disabled pupils (the 'planning duty')

We recognise that these duties are 'anticipatory' – ie that schools need to consider the requirements of current and future disabled pupils. This means that we are expected to make reasonable enquiries to find out whether children currently on roll, as well as those seeking admission, have a disability.

The duty not to discriminate covers all aspects of school life, including extra-curricular activities, educational visits and school trips. The duty to make reasonable adjustments refers to the full range of policies, procedures and practices of the school. As necessary, specific needs of individual children are taken into account when carrying out risk assessments for all activities.

Definition of disability

Pupils falling within the definition of disability will have a range of needs, including mobility impairment, sensory impairment, learning disabilities, mental health conditions, epilepsy, AIDS, asthma and progressive/degenerative conditions such as multiple sclerosis.

The Disability Discriminatory Act (DDA) states that 'a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day to day activities.'

The Education Act (1996) states that 'children have a special education need if they have a learning difficulty which calls for special education provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA
- Are under compulsory school age and fall within the above definitions or would do so if special educational provision was not made for them

Pupils with a disability must not automatically be considered to have a special educational need.

In drawing up this plan we have considered the present situation and future needs under the following headings:

- The extent to which disabled pupils can participate in the school curriculum
- Physical environment of the school
- The delivery of information to pupils and parents

SCHOOL CURRICULUM

Present situation

- Sloping boards and pencil grips used for pupils who require that support
- Equipment for pupil use includes 32 iPads (used for VI pupils)
- Accessible displays
- Accessible storage
- Work planned well enough in advance to cater for VI and HI pupils
- Catering for children on autistic spectrum
- Training provided to staff includes use of iPads in the curriculum, curriculum updates, SEN updates
- Hand rails fitted in Reception classroom and toilet areas

Accessibility Plan

- Annual review of display/storage to take into account needs of each group of pupils
- Consider new equipment in light of pupil and staff needs
- Staff training on identifying barriers to access and how to overcome them

PHYSICAL ENVIRONMENT

1. Access to premises

Present situation

The LA audit shows that major structural work would be required to improve St Anne's physical environment.
There is the added problem not mentioned in the audit that St Anne's School building is owned by the local church (PCC) and rented to the LA. This obviously has implications for any major works.

In 2018-19, the small ramped access to the playground was removed and large pedestrian and vehicle gates were installed to enable better, less congested access to the premises without the need of a ramp.

The playground and path at the front of the school was re-surfaced.

Accessibility Plan

The school and Trust are working with the PCC to plan improved access in the reception area and to include an accessible toilet area for staff, pupils and visitors.

1. Access to classrooms

Present situation

- Laptops and iPads in mobile trollies taken to classroom for use
- Library – in mobile with ramp access
- All classrooms on ground level
- Group working area in mobile has ramp access
- Door widths – some too narrow

Accessibility Plan

The present location of the resource classroom, library, group working area and classrooms make them accessible. However, access may be restricted in some cases by the widths of the internal doors. No action as requires major works.

2. School décor/design

Present situation

- Complete re-wire to improve lighting in classrooms and common areas. The lights are set for optimum requirements for children's vision but can be manually adjusted for different conditions (eg. Screens)
- Emergency lighting checked regularly
- We have blinds and carpets
- The above help to make the school suitable for VI and HI pupils
- Awnings fitted to the Reception/KS1 playground area
- Key fob access fitted to front entrance, ICT suite and mobile unit for safeguarding and security
- Exterior fire alarm system improved with the addition of 2 extra sonar alarms fitted to the Reception/KS1 playground area

Accessibility Plan

- School interior has been re-painted in natural colours to aid learning process and better displays of children's work to align with the calm classrooms ethos

3. Heights of counters, layout of classrooms, appropriate furniture

Present situation

- We have height adjustable chairs in all classrooms for use with the computers and in the school offices
- Door stoppers have been fitted to all classroom doors to enable doors to be kept open safely

Accessibility Plan

Staff will consider classroom layouts on an annual basis taking into account the needs of the particular group of pupils. The layout will be reconsidered if a pupil joins the school after the start of the school year

4. Toilet facilities

Present situation

- Pupil toilets on ground floor
- Staff toilets on first floor and ground floor
- No accessible disabled toilet

Accessibility Plan

Accessible disabled toilet proposed as part of the reception area plans

5. Car parking for the disabled

Present situation

- The school currently has access to a carpark that is a short walk from the entrance. All staff and visitors can also park on the roads around school.

6. Signs around school and school pathways

Present situation

- Clear, accessible signs
- Annual Premises Audit includes review of signage
- Action of audits completed
- Bushes surrounding the school sign at the front of school are cut regularly to ensure it is visible

- Flood lights fitted to exterior walls to improve visibility
- All gates at entrances and within the school grounds have been checked to ensure they are safe and secure
- Site Manager keeps pathways clear of hazards (leaves, snow, ice)

Accessibility Plan

To continue to monitor access to and around the school premises.

DELIVERY OF INFORMATION

Present situation

- Appropriate information (statutory and non-statutory) is made available on the school website – eg. Prospectus, aims, diary dates, holiday dates, newsletters, curriculum overviews, policies, key information…
- School Facebook page and Arbor used to provide immediate updates to parents on activities in school
- ArborMail is used to email parents/carers who have signed up to the system – eg. Newsletters
- Paper copies sent to parent/carers if not signed up to Arbor if a reply slip is attached
- ArborMail is used to text parents/carers – eg. Pupils returning late from a trip
- Exterior notice board fitted
- Sound system installed in 2019, audible in school and school grounds

Accessibility Plan

- Survey parents and pupils of ways would like information presented
- Continue to review the best method of communication for the different types of information