

POULTON-LE-SANDS C.E. PRIMARY SCHOOL



School Vision

As a sanctuary of Christian love, we forge futures in our community. We inspire a joy of learning and a delight in one another. In faith, we are refined through challenge, growing with God, together.

The light shines in the darkness and the darkness shall not overcome it.

John 1 v.5

Poulton-le-Sand Church of England Primary School promotes high expectations for all. Through out Poulton Curriculum, we provide personalised learning opportunities so that every child can reach their full potential. Our ethos is built on the values of compassion, thankfulness, friendship, forgiveness, hope peace and trust, ensuring that every member of our school community feels values and truly belongs.

We celebrate individual talents, skills and unique qualities, regardless of ethnicity, faith, ability, age, disability, gender or background. Learning is valued in all its forms and our staff are committed to nurturing lifelong learners, ready to 'forge futures in our community'. Our school is a 'sanctuary' – a safe and supportive environment, dedicated to building children's confidence and self-esteem, because we believe that safe, happy children achieve more.

This Accessibility Plan has been prepared in line with current legislation, specifically Schedule 10 of the Equality Act 2010 relating to disability. The school governors are responsible for ensuring the plan's implementation, reviewing progress and reporting on outcomes within the prescribed timeframe.

The Equality Act 2010 replaced all previous equality legislation, including the Disability Discrimination Act. It continues to make clear that schools cannot unlawfully discriminate against pupils based on sex, race, disability, religion or belief or sexual orientation.

In line with the Equality Act 2010, we recognise the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Accessibility Plan is structured to complement and support the school's Equality Policy and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Poulton-le-sands CE Primary School is dedicated to providing an environment that enables full access to the curriculum and values the contributions of all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs. We are committed to taking positive action in line with the Equality Act 2010 regarding disability and to fostering a culture of inclusion, support, and awareness throughout the school.

The school recognises and values parents' knowledge of their child's disability and its impact on daily activities. The rights of both parents and children to confidentiality are fully respected.

The Poulton-le-Sands CE Primary School Accessibility Plan outlines how access to the school is provided for disabled pupils, staff, and visitors, and anticipates the need to make reasonable adjustments to meet their needs wherever practicable. It is acknowledged that a full assessment of the school's accessibility arrangements will be necessary as new pupils or families with particular disabilities join the school.

The Accessibility Plan contains relevant and timely actions to:

- Maintain and develop access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe within the funding arrangements for the school;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Poulton-le-sands CE Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality with reference to the Equality act 2010.

The Accessibility Plan should be read in conjunction with the following school policies and documentations:

- Equalities Policy
- Special Educational Needs Policy
- Behaviour for Learning Policy
- Curriculum Policies
- Emergency Plan
- Health and Safety
- School Improvement Plan
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to an access audit undertaken during annual health and safety workplace inspections, which remain the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will carry forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

The term of reference for all governors' committees will include the need to consider Equality and diversity issues required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Resources Committee.

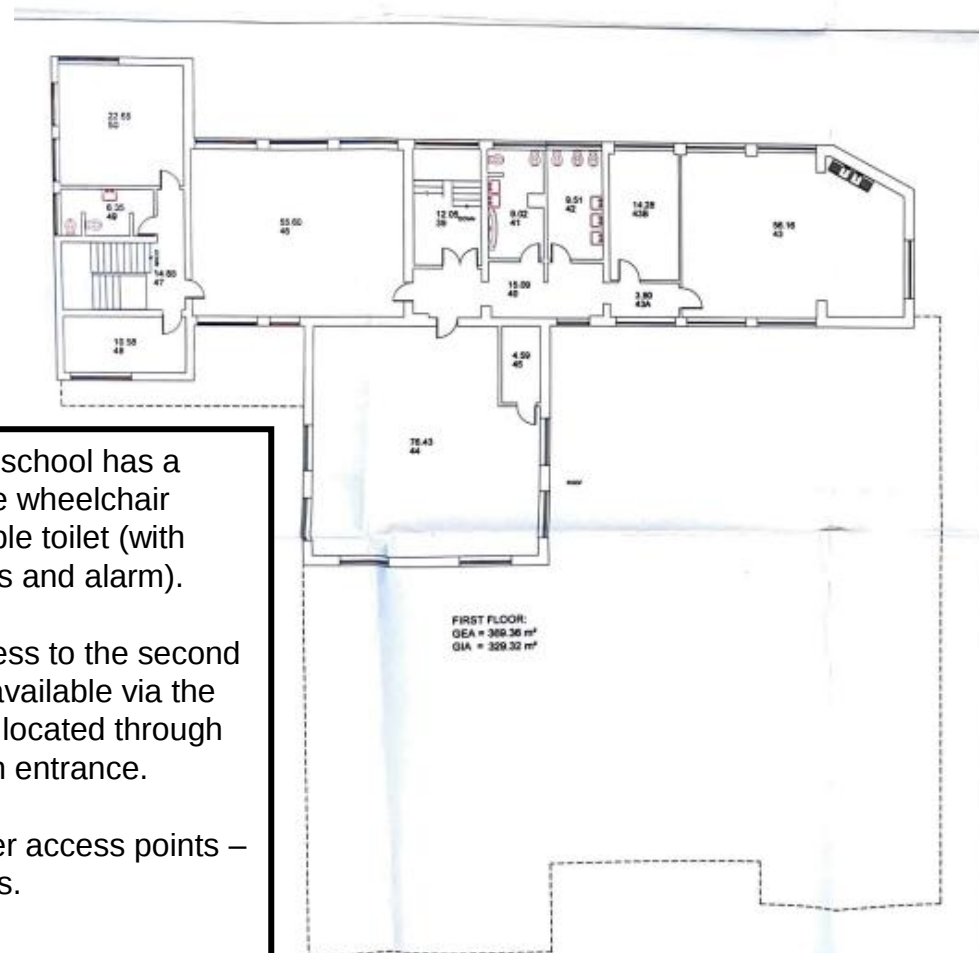
The Accessibility Plan may be monitored by Ofsted during the inspection process in relation to Schedule 10 of the Equality Act 2010.

A plan of the school building showing areas of accessibility is shown over leaf.

Access to the school premises can be gained via 3 entrance points leading onto the playground from Church Street: 2 single gates and 1 double gate.

The School's main entrance is located on a flat level and can be accessed either via four steps or

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★ The school has a separate wheelchair accessible toilet (with handrails and alarm).

 Access to the second floor is available via the chairlift, located through the main entrance.

- ★ Other access points – Fire exits.



Children and parents can also access individual classrooms via external doors.

★ EYFS and KS1 - These doors are located on a flat level area off the small playground and can be accessed either via four steps or an access ramp from the main playground.

KS2 – These doors can be accessed via 6 steps to a flat level area. Access to these

Accessibility Plan 2025

An Access Audit was Carried out in October 2025. The following areas were identified as in need of developments. These can be broken down into three separate areas.

- Physical Access
- Access to the Curriculum
- Information

Physical Access					
Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
Currently, there are no pupils with mobility needs. If such a need arises, the strategy will be to designate the Year 3 classroom for that child and reorganise classes accordingly to ensure full accessibility. Risk assessments for individuals would be completed accordingly.					
Ensure entrances and exits to classrooms are visible.	Have contrasting colours around doorframes to support pupils with visual impairments.	Summer 2025	SLT	Adjustments made for identified children.	
Ensure all stairs in school are visually accessible.	Have contrasting colours on steps to support pupils with visual impairment.	Summer 2025	SLT	Adjustments made for identified children.	
Maintain clear, obstacle-free routes throughout school.	Regular staff updates about safe corridors, especially near coat pegs.	Ongoing	Class Teachers	Adjustments made for identified children.	

Access to the Curriculum					
Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
Ensure hearing impaired pupils have the aids they require to be able to fully access the curriculum.	Regular support from specialist teachers, including speech and language. Application for radio aids as required. Class teachers to	Ongoing	Class Teacher SENDCO	Adjustments made for identified children.	

	make adjustments to seating plans where necessary.				
Ensure visually impaired pupils have the aids they required to be able to fully access the curriculum	Regular support from specialist teachers. Enlarged texts and specialist equipment provided as required. Application for relevant aids including ICT as required. Class teachers to make adjustments to seating plans where necessary.	Ongoing	Class Teacher SENDCO	Adjustments made for identified children.	
Ensure pupils with physical disabilities have the aids they require to be able to fully access the curriculum.	Regular support from specialist teachers/Occupational therapists. Application for relevant aids including ICT as required. Specialist pencil grips/writing equipment provided for those with fine motor difficulties. Class teachers to make adjustments to seating plans where necessary. Moving and handling plans in place to ensure safe transfers between equipment.	Ongoing	Class Teacher SENDCO	Adjustments made for identified children.	
Ensure pupils with EAL have the necessary support to be able to fully access the curriculum.	Regular support from EAL teachers. Teaching and pupils resources to reflect language and cultural diversity.	Ongoing	Class Teacher SENDCO	Adjustments made for identified children.	
Ensure typed work is accessible linked to the British Dyslexia Association (BDA)	Use the font Comic Sands, between size 12-16, line spacing 1.5, limited added colour and lines, and off white backgrounds as a dyslexia friendly tool.	Ongoing	Class Teacher	Adjustment made for 1 to benefit all.	

Information					
Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
Review information to parents/carers to ensure it is accessible	Review communication procedures. Make SEND information reports/policies and local offer available on the website. Provide information in parent friendly forms. School staff to help parents to access information and complete school forms as required. Provide suitably enlarged, clear print for visually impaired parents. Provide information in different languages for parents on request.	Ongoing	School Business Manager SENDCO Class Teachers	All parents receive information in a form they can access.	

Signed:

Mrs Laura T. Gardner
Acting Headteacher

Next review date: September 2026