



ST LAURENCE CHURCH  
**JUNIOR SCHOOL**

Accessibility Plan

Date of Publication: January 2026

To be reviewed: January 2029

*(To be reviewed on a three year cycle)*

*'Learning, Loving and Sharing, guided by Jesus'*

## Accessibility Plan for St Laurence Church Junior School

<b>Policy Title:</b>	Accessibility Plan for St Laurence Church Junior School
Date adopted:	January 2026
Date of next review:	January 2029
SLT Lead:	Andrew Murphy - Headteacher
Committee:	Local Governing Board
Statutory requirement:	Yes

### 1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- a) *To increase the extent to which disabled children can participate in the school's curriculum.*
- b) *To improve the physical environment of the school to ensure disabled children are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*
- c) *To improve the delivery of information to disabled children, so information is as available as it is for children who are not disabled.*

### 2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all children, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All children will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Children will demonstrate the empathy and confidence to work with others to achieve a better future.

2.3 To ensure all disabled children are fully involved in school life and are making at least expected progress.

2.4 To identify barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled children and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled children.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled children.

### **3. Definitions**

#### ***3.1 Definition of Disability (Equality Act 2010)***

“A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities.”

#### ***3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)***

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include children with medical needs.

### **4. The Accessibility Plan**

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual children to ensure all children are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

#### **a) Increase the extent to which disabled children can participate in the school's curriculum**

4.2 Children with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate children with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO consults the children and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to children of all levels and abilities and supports the learning and progress of all

children as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support children with special educational needs and disabilities (SEND). This includes:

- a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools and the infant or other primary schools, supported by individual provision maps and the SEND register.
- b) Keeping staff fully informed of the special educational needs/disability of any children in their charge, including sharing progress reports, medical reports and children/parent feedback.
- c) Listening to children' and parents'/carers' views and taking them into account in all aspects of school life.
- d) Awareness raising programmes for all children about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
- e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
- f) Increasingly specialised in-class support or guidance from trained TLAs (Teaching and Learning Assistants) and Additional Educational Needs Teachers (AEN Teachers).
- g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
- h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Educational Psychologist, Occupational Therapist, hearing impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- i) Special access arrangements for internal and external exams.
- j) Specific target setting and monitoring to ensure all children with SEND make at least expected progress and accelerated progress in intervention groups.
- k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
- l) A structured and dedicated transition programme for vulnerable children.
- m) Specialist advice and guidance to support transition.
- n) Multi-agency support coordinated by the school's Inclusion teams in each year group.
- o) Training for all staff from specialist autism/ADHD provision staff on teaching and learning strategies for children with autism/ADHD.

### **Further development**

4.5 The School Development Plan sets out additional development priorities in this area. These include:

- a) Create an inspiring curriculum model which meets the needs of all children.
- b) Broaden choices to construct personalised pathways.
- c) Develop high quality curriculum for lower ability children.
- d) Develop more complex curriculum model.
- e) Conduct annual curriculum reviews.
- f) Reorganise non-classroom-based support staff to ensure effective context for continuing professional development.
- g) Improve the physical environment of the school for the purpose of increasing the extent to which disabled children are able to take advantage of education and benefits, facilities or services, provided or offered by the school

**b) The school environment already incorporates many features to ensure accessibility to children with disabilities.**

4.6 These include:

- a) A specialist SEND area, with small, quiet and calm learning spaces
- b) Disabled toilets
- c) Features that improve acoustics
- d) Customised furniture and/or equipment
- e) Specialist resources, including digital technologies
- f) Guiding in emergency evacuation.

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual children' needs are met. Similar attention is given to how children' needs can be met on school journeys and visits.

**Further development**

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

**c) Improve the delivery to disabled children of information which is readily accessible to children who are not disabled**

4.9 Teachers and TAs consider the needs of each SEND children and provide accessible learning resources for them. The increasing use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all children. Visual and audio information is now as common as written information.

4.10 In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.

- b) Laptops and other digital technologies.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in exams, where appropriate

## **Further development**

- 4.11 The following opportunities to improve further will be explored:
- a) Opportunities provided by digital technologies.
  - b) Regular clear and relevant information to parents in home language if required.

## **5. Responsibilities**

5.1 All staff are responsible for removing barriers to learning for disabled pupils.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENCO is responsible for ensuring that all current children's needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled children's needs.

## **6. Review**

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years. The views of disabled children and parents will feed into the review.