Leigh St Mary's Church of England Primary School
School Accessibility Plan

Planning period October 2026 to October 2029

Approval date: _____
Annual review: October 2027 and October 2028
Full review: October 2029, or earlier if required

Our Mission

INSPIRE: To be the best that I can be
BELIEVE: To believe I can make a difference for good in this world
ACHIEVE: To know I have the roots to grow and the wings to fly

At Leigh St Mary's Church of England Primary School we promote a life-long love of learning. Through enriching, exciting learning opportunities and a creative curriculum, children are given the foundations to flourish. Our Christian values are at the heart of our school and provide us with a culture of happiness, respect and trust.

We aim to promote a sense of belonging within a warm, nurturing environment where children feel safe and valued. We celebrate cultural diversity and believe that every child should have the opportunity to be the best that they can be.

Through our encouragement of good manners, kindness and friendship we aim to ensure our children display the values of good citizenship. We hope to instil in our children an 'I can' attitude and to provide our children with the tools to succeed in an ever-changing world.

Our School Bible Verse from Colossians 2 Verses 6 and 7

"As you received Christ Jesus the Lord, so continue to live in him. Keep your roots deep in him and have your lives built on him. Be strong in the faith, just as you were taught. And always be thankful."

Our School's Christian Vision

At Leigh St Mary's Church of England Primary School, our vision is to be a flourishing Christian community where everyone is inspired to learn, believe in their potential and achieve all they are called to be.

Rooted in the love and grace of God, revealed through Jesus Christ and inspired by Colossians 2:6–7, we seek to ensure that every member of our school family is "rooted and built up in Him", growing in faith, wisdom and character.

Guided by our Christian values of friendship, respect and kindness, we aspire to nurture a community where love shapes relationships, everyone is valued and each person knows they belong. We aim to inspire hope, encourage resilience and develop courageous learners who face challenges with confidence, perseverance and an 'I can' attitude.

1. Aims and scope

At Leigh St Mary's, we want every child to belong, join in and experience success. We listen to children and families, notice barriers and work together to find practical solutions. Accessibility includes physical, sensory, communication, learning and emotional needs, including disabilities that are not immediately visible.

This plan sets out how Leigh St Mary's will increase disabled pupils' participation in the curriculum, improve the physical environment so that they can benefit from education and school life, and improve delivery of information ordinarily provided in writing to pupils. It complements individual support and the Equality Policy.

The primary statutory focus is pupils, including those who may join Leigh St Mary's in future. We also consider access for families, staff and visitors under the relevant legal duties. The plan covers classrooms, play, PE, clubs, visits, school events and transitions.

2. Legislation guidance and the current SEND framework

This plan is based on Schedule 10 to the Equality Act 2010. The governing body will implement it, review it regularly and consider the resources needed. It will be published on the Leigh St Mary's website, with paper and accessible versions available on request.

Disability is defined by section 6 and Schedule 1 of the Equality Act, rather than by the SEND Code alone. It generally means a physical or mental impairment with a substantial and long-term adverse effect on normal day-to-day activities. Substantial means more than minor or trivial. Long-term generally means lasting, or likely to last, at least 12 months or for the rest of a person's life; recurring effects and the effect without treatment may also need to be considered. Cancer, HIV infection and multiple sclerosis meet the definition from diagnosis.

SEN and disability overlap but are not the same. Some disabled pupils do not have SEN, and some pupils with SEN do not meet the disability definition. Leigh St Mary's will consider individual needs, including sensory, physical, neurodevelopmental, mental-health and long-term medical needs, without assuming that every diagnosis automatically meets the legal test.

Leigh St Mary's must make reasonable adjustments to avoid substantial disadvantage to disabled pupils, including changes to practices and suitable auxiliary aids and services. The duty is anticipatory, and families will not be charged for reasonable adjustments. Physical alterations for pupils are addressed through the separate accessibility-planning duty. Employment and service-related adjustment duties may additionally apply.

The Children and Families Act 2014, SEND Regulations and current SEND Code of Practice remain central to our support. Leigh St Mary's will use its best endeavours to secure appropriate special educational provision, follow Assess, Plan, Do, Review and fulfil responsibilities relating to EHC plans. We draw on Wigan's graduated approach and Greater Manchester Ordinarily Available Inclusive Provision, while continuing to seek specialist input or statutory assessment where needed.

The 2026 SEND reform programme includes proposals requiring future legislation. Leigh St Mary's will monitor enacted changes and applicable commencement dates. Proposed Individual Support Plans or future inclusion arrangements do not replace current statutory rights, SEN Support or EHC-plan provision before the relevant changes take effect.

3. Action plan for curriculum participation

At Leigh St Mary's, children should feel included in the learning and experiences that make school life meaningful. The actions below support high expectations with flexible, individual approaches. Timescales run from approval; essential support for a current pupils must be addressed promptly rather than wait for a planned review.

Action and resources	Lead	Timescale	Evidence of success
C1 Audit access in each class and subject, including PE, Relationships and Health Education, assessment and homework. Review resources, task design, furniture and sensory demands with pupils. Resources: subject-leader and SENCO time; agreed teaching-resource budget.	SENCO and subject leaders	Initial audit within 6 school weeks; termly review	Every subject and class has recorded identified barriers and actions. Termly sampling checks whether disabled pupils can engage and demonstrate learning.
C2 Agree individual adjustments, communication support and appropriate aids. Review support through Assess, Plan, Do, Review and relevant IHP or EHC-plan processes. Resources: planned staff time, specialist advice and costed aids.	SENCO, teachers and families	On identification or before entry where possible; review at least termly	Relevant staff can explain agreed support; pupil and family feedback informs reviews. Provision specified in EHC plans is checked and concerns escalated.
C3 Review access to clubs, trips, residentials, leadership and performances. Plan reasonable adjustments and accessible transport where needed. Resources: visit-planning time, provider checks and agreed activity funding.	Visit and club leaders; Headteacher	Before each activity; termly participation review	Barriers and solutions are recorded before activities. No automatic exclusions because of disability and no routine requirement for a parent to attend as a condition of participation.
C4 Develop staff confidence in inclusive teaching, communication, assistive technology and emotional regulation. Link to Emotionally Friendly School Silver practice. Resources: scheduled CPD and relevant professional training.	Headteacher and SENCO; Pastoral Manager	Annual training plan; induction and targeted updates as needed	Staff training and competence needs are recorded. Learning walks and individual reviews show how training improves access, belonging and independence.

Monitoring: leaders compare participation, progress, engagement and feedback, taking account of small cohorts and individual starting points. We will not judge success solely by attendance figures or reduced incident reporting. Findings inform the next cycle of support.

3. Action plan for the physical environment

Leigh St Mary's will plan safe, dignified access while preserving children's opportunities to take part. Health and safety assessments will focus on individual risks and practical controls; disability alone will not be treated as a reason to restrict participation.

Action and resources	Lead	Timescale	Evidence of success
P1 Audit gates, entrances, gradients, thresholds, doors, circulation space, classrooms, play areas and access to resources. Include lighting, acoustics, glare and quiet spaces. Resources: site checks and competent access advice where needed.	Headteacher, site staff and School Business Manager	Within 6 school weeks; termly checks and after changes	A dated access record identifies routes, barriers, interim controls and priorities. Clear routes and safe surfaces are checked; defects are logged and followed through.
P2 Check the accessibility, privacy and suitability of toilets and changing arrangements against actual and anticipated needs. Agree personal-care and moving-and-handling arrangements with professional advice. Resources: staff training, equipment checks and costed adaptations.	Headteacher and SENCO with site staff	Initial audit; before new arrangements and whenever needs change	Suitable arrangements are recorded; staff are trained for assigned tasks. Equipment is maintained and inspected as required, with safe storage and infection-control arrangements.
P3 Plan individual emergency evacuation arrangements where needed, including alarms, routes, communication, responsible staff and cover. Resources: fire-risk assessment, competent advice and practice time.	Headteacher and fire-safety lead	Before attendance where practicable; test through drills and review after changes	Arrangements work during drills, breaks, clubs and staff absence. Staff know their roles. Evacuation does not depend solely on rescue by the fire and rescue service.
P4 Prioritise physical improvements through the premises programme. Cost works, consider statutory permissions and agree funding and interim access. Resources: maintenance budget, quotations and capital funding applications where appropriate.	Governing body and Headteacher; School Business Manager	Priorities costed within first term; annual budget review	Governors approve named projects and dates following the audit. Progress and delays are recorded, with practical interim measures and a revised timetable.

Immediate hazards will be managed promptly under Leigh St Mary's health and safety procedures. Larger works may be phased, but budget planning must consider the legal duty and pupils' needs. A generic reference to limited funding will not replace an assessment of options or a clear decision.

3. Action plan for accessible information

At Leigh St Mary's, information should help children understand, participate and make choices. We will ask pupils and families what works, take account of preferences and arrange suitable formats within a reasonable time, with urgency determined by the purpose of the information.

Action and resources	Lead	Timescale	Evidence of success
I1 Record communication and format needs with pupils and families. Identify who will arrange accessible information and how urgent requests will be handled. Resources: SENCO and office time; sensory and communication-service advice.	SENCO and class teachers; office team	At admission or identification; update at reviews	Pupils have a clear route to obtain accessible information. Agreed formats, responsible staff and delivery arrangements are documented and checked with the pupil.
I2 Adapt classroom written information, instructions and resources: appropriate large print, readable layout, symbols, accessible digital text, audio or other assessed formats. Arrange Braille or specialist provision when needed. Resources: resource budget and specialist support.	Teachers and subject leaders	Before the relevant lesson or activity; ongoing	Sampled resources are available when needed and usable by the pupil. Teachers check understanding; format choices reflect assessed needs rather than a standard list.
I3 Audit assistive technology and any hearing-support equipment. Check compatibility, maintenance and staff confidence. Use visualisers, captions, accessible software or communication aids where appropriate. Resources: ICT time and costed equipment.	SENCO and computing lead	Within first term; checks before use and at reviews	Equipment listed as available has been verified. Agreed aids work in the intended setting and staff and pupils know how to use them; faults have a response route.
I4 Improve access to notices, timetables, signs, pupil reports, online learning and key family communications. Offer alternatives to online-only access. Resources: office, website and teaching-resource time; format conversion as needed.	Office and website leads; SENCO	Initial review within first term; check new materials	Key information has a clear accessible-format request route. Feedback confirms children and families can understand and act on information; requests and responses are reviewed.

Leigh St Mary's will protect privacy when recording communication or disability information. Only relevant staff will receive the information needed for safe and effective support. Translations or interpretation for language needs may complement, but do not replace, disability-related accessible formats.

Resources and progress records

The leads will maintain one action register showing the baseline, pupil or family input, named owner, priority, actual cost or funding source, target date, status and impact. Governors will agree costed priorities and review them annually. A request awaiting funding or advice must have a named follow-up owner and interim arrangements where necessary.

4. Monitoring consultation and accountability

The governing body approves this plan and oversees implementation and resources. Mrs Watson, Headteacher and SENCO, leads delivery. Mrs Coop, Deputy Headteacher, supports curriculum and classroom implementation. Mrs Wilkinson, Pastoral Manager, helps gather pupil and family views and supports wellbeing and transitions. Site, office and business staff contribute to premises, information and resource actions.

Teachers retain responsibility for the access and progress of pupils in their classes. Teaching assistants proactively support agreed adjustments, communication and independence and report emerging barriers. Specialist support should strengthen, rather than substitute for, inclusive classroom teaching.

Leigh St Mary's will invite pupil and family feedback during the initial audit and subsequent reviews. This plan does not imply consultation has already occurred. Accessible conversations, observation, surveys or communication aids will be used as appropriate so that children can contribute in ways that suit them.

Leaders will review action progress termly and report to governors at least annually. The published plan will be reviewed annually, with a full refresh by October 2029. Earlier review will follow a significant change in need, building use, an access incident or relevant legislation. Individual support will be reviewed whenever necessary, not only at these dates.

The review will examine whether barriers were removed, whether adjustments are effective and whether children feel included. Completed actions and further priorities will be published without identifying individual pupils. Families can raise concerns with their child's teacher, Mrs Wilkinson or Mrs Watson and use the Complaints Policy if concerns remain unresolved.

5. Links with other policies

Equality Policy and objectives; Equality Statement; SEND Policy and SEN Information Report; Positive Behaviour and Anti-Bullying policies; Medical Conditions and Medication Policy; Health and Safety and risk assessments; fire-safety and evacuation arrangements; educational visits procedures; PSHE and Relationships Education or RSE policy; Attendance Policy; intimate-care arrangements; Child Protection Policy; data protection and Complaints Policy.