



Highfield St Matthews CE Primary School Accessibility Plan 2025-2028

As Jesus tells us, 'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:13).

Our Christian Vision

'Let your light shine before others, that they may see your good works, and glorify your Father who is in heaven' (Matthew 5:13). Our vision inspires and challenges the community we serve to achieve excellence in all they do, and to learn about life in all its fullness, within a welcoming Christian family.

School Aims – How we will Let Our Light Shine

- Every child feels valued, safe and cared for, and makes a positive contribution to their own development and the life of the school, with Christ at its centre
- Our bespoke SHINE curriculum, based on excellence and high expectations, provides rich experiences which motivates, challenges, develops resilience and meets the needs of all children
- Every child achieves their potential and develops their talents and creativity, preparing them for a role in a global society with a lifelong love for learning
- Children & families develop understanding of a faith and Christian values that can guide their lives; knowing Jesus, and putting into action what they are coming to believe and value
- The whole school family flourishes and serves the local Church and community

1. Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- he or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Here at Highfield St Matthew’s CofE Primary School we are aware that we have a general duty under the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimization and any other conduct that is prohibited by or under this Act
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it
- Foster good relations between persons who share a protected characteristic and persons who do not share it

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Highfield St Matthew's CofE the plan will be monitored by the Head Teacher and evaluated by the Governing Body.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their age, education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of equality and inclusion.
- Improve access to the physical environment of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils (we understand that if a school fails to do this they are in breach of the Equality 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 school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame

School Planning Documents & Policies

Highfield St Matthew's CofE's Accessibility Plan will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

Curriculum - Environment

Highfield St Matthew's CofE is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

This includes reviewing access to on-line resources during the COVID-19 pandemic so that no child is left behind (availability of technology and internet access at home).

Publication

The Accessibility Plan will be published on the school website.

Monitoring

The Accessibility Plan will be monitored through the Governing Body.

2. Aims and Objectives

Our Aims are:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils
- Improve access to remote learning to support the needs of all pupils

Our objectives are detailed in the Action Plan.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views and will further survey parents in relation to available technology at home for those pupils unable to attend school.

4. Access Audit

The school is a single storey building with average-sized corridors and several access points from outside. On-site car parking for staff and visitors includes one dedicated disabled parking bay. Most entrances to the school are either flat or ramped some of which have double doors fitted to ease access. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. Two disabled toilet facilities are available, outside the Hall. The toilets are fitted with a handrail and a pull emergency cord. School will review accessibility in

relation to home learning. The school will ensure all pupils have access to the technology they need to support them when they are unable to attend school, eg COVID-19 pandemic.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Liverpool Diocesan Schools Trust central services, Local Authority and Diocese.

Accessibility Plan 2025-2028

Targets	Strategies	Outcome	Timeframe
Equality & Inclusion			
Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation	September 2025
Training to raise awareness of equality and disability issues.	Discuss perception of issues with staff/governors to determine the current status of school.	Whole school community to be aware of issues relating to access.	Training updates scheduled Summer term 2026
Review Inclusion and Equality for recorded evidence of how staff provide access in all areas to all pupils.	Review policies with staff and governors.	Policies reflect adherence to current legislation. Policies take into consideration any home learning requirements.	September 2025.
Physical Environment			

<p>Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.</p>	<p>SEN staff: to audit accessibility of school buildings and grounds. Governors: Finance & Personnel Committee to check accessibility.</p>	<p>Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.</p>	<p>Accessibility Audit to be completed by July 2025 and reviewed by Summer 2027. Long Term To be reviewed annually.</p>
<p>Ensure any proposed 'new build' project is physically accessible for everyone.</p>	<p>Project manager appointed will ensure compliance with building regulations regarding accessibility.</p>	<p>Any new construction will be fully accessible..</p>	<p>Long Term Until any new construction begins</p>
<p>Curriculum</p>			
<p>Continue training for teachers and support staff on different aspects of SEND including differentiation when required.</p>	<p>Review the needs of children with specific issues, provide all relevant training.</p>	<p>All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.</p>	<p>Termly CPD identified in School Monitoring & Key Tasks document</p>

<p>All out-of-school activities are planned to ensure the participation of the whole range of pupils.</p>	<p>Review all out-of-school provision to ensure compliance with legislation.</p>	<p>All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils</p>	<p>Termly</p>
<p>Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.</p>	<p>Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual classrooms.</p>		<p>Termly review through Monitoring & Key Tasks document.</p>
<p>Access arrangements to meet individual's needs (for example taking tests) will be applied for and support provided when required</p>	<p>The SENDCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.</p>	<p>All pupils will have their individual needs met and any barriers to achieving their</p>	<p>SENDCo monitoring termly.</p>

		full potential will be removed.	
Written/Other Information			
Make available school brochures, school newsletters and other information for parents/carers in alternative formats. Availability of other written material in alternative formats also.	Review all current school publications and promote the availability in different formats for those that require it. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	. Review of documents to commence September 2025 and annually.
Availability of written material in alternative languages.	The school will use information and translations provided by the EAL Team for key information for EAL families. The school will review language option requirements for the school website.	School information will be available for all.	Sept 2025 and annually