



St Cuthbert's C of E Primary School

The Chase, Great Glen, Leicester LE8 9EQ
Tel: 0116 2592764
Fax: 0116 2593248

Accessibility Policy

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Our Vision



Doing all the good we can, through faith, love and excellence.

Micah 6:8 "This is what the Lord requires of you: to do justice, and to love kindness and to walk humbly with your God."

We want St Cuthbert's to be a school where:

Our Ethos

- everyone flourishes through the guidance of our Christian values.
- teaching and learning is creative, engaging and motivational.
- relationships are positive and serve to support others through **compassion** and **kindness**.

"I have come that they may have life and have it to the full." John 10, V10

Our Expectations

- we show **courage** to be the best that we can be.
- the children make excellent progress, fostering a love of learning.
- every child has an **equal** chance to fulfil their full potential.

"All human kind is made in the image of God." Genesis 1, V26-27

Individuality

- we grow and flourish as individuals; through **endurance** we can achieve.
- the value and worth of each individual is celebrated and everyone feels included.
- the children develop a spirit of **curiosity** and a willingness to rise to a challenge through a broad, enriched curriculum.

"All people are called to transform the world" Genesis 1 V26-31, Micah 6 V8

Working Together

- the children are able to **trust** show **respect** and **friendship** to others.
- the community enables our pupils and school to grow in a happy, safe, healthy and spiritual environment.
- we foster links and contribute to the educational community through effective communication.

"Every person is an individual and also part of a community." 1 Cor. 12 V12-27

*This is a vision that is inclusive to all as we are reminded in the words of Luke 18:16:
"But Jesus called them to him, saying, "Let the children come to me, and do not hinder them, for to such
belongs the kingdom of God."
For we are all equal in the eyes of God.*



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The Values of the school

Compassion

"Clothe yourselves with compassion, kindness, humility, gentleness and patience."

Colossians 3:12



Kindness

"Be kind to one another, tender-hearted, forgiving one another as God in Christ forgave you."

Ephesians 4:32



Equal

"You shall love your neighbour as yourself."

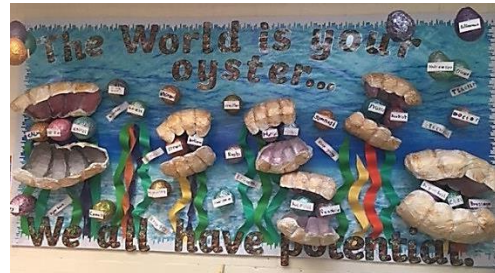
Mark 12:31



Potential

"Behold they are one people and they have all one language and this is only the beginning of what they will do."

Genesis 11:6





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Courage

"Be strong and courageous. Do not be frightened and do not be dismayed for the Lord your God is with you wherever you go."
Joshua 1:9



Trust

"My God is my strength in whom I trust."
Psalm 12



Friendship

"Encourage one another and build each other up."
1 Thessalonians 5:11



Respect

"For God gave us a spirit not of fear but of power and love and self-control."
Joshua 1:9



Endurance

"I can do all things through Him who strengthens"
Joshua 9





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1. Accessibility Policy and Accessibility Plan

St Cuthbert's School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

2. The purpose of the Plan

The purpose of this plan is to show how St Cuthbert's Primary School intends, over time, to increase the accessibility of our school for disabled pupils. 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 means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". 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.

3. Definition of Disability

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

4. What will the Accessibility plan do?

- 4.1. The Accessibility Plan is structured to complement and support the school's Equality and Diversity Policy and the SEN Policy, both of which can be accessed via our website.
- 4.2. St Cuthbert's Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, 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.
- 4.3. The St Cuthbert's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to



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accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses 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 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.
 - 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.
- 4.4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.



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Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools

The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?		
Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	It is outlined in our induction policy	Further training may be required depending on the pupils disability
Are your classrooms optimally organised for disabled pupils?	Year on year class review prior to new academic year to ensure appropriate provision for disabled pupils	Large class sizes in year 5 and 6 mean the wheelchair access would be difficult within the classrooms Review as required
Do lessons provide opportunities for all pupils to achieve?	Planning and assessment moderations, learning walks, PM observations and work/book looks show this.	
Are lessons responsive to pupil diversity?	This is outlined in our subject area policies	
Do lessons involve work done by individuals, pairs, groups and the whole class?	Planning and assessment moderations, learning walks, PM observations and work/book looks show this.	
Are all pupils are encouraged to take part in music, drama and physical activities?	Arrangements for made for individual pupils in consultation with the SENCo and outside agencies working with the child.	
Do employees recognise, and allow for, the mental effort expended by some disabled pupils e.g. lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils?	Extra time, scribes and ICT used to support this area.	Further training may be required in individual cases.
Do employees recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Use of iPads for visual impaired pupils to board share and enlarge images.	Further training may be required in individual cases.
Do employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of physical education?	Sports coaches adapt PE accordingly. Playtime and lunchtime games also adapted by teachers	
Do you provide access to computer technology is appropriate for students with disabilities?	We use laptops, iPad's and visualisers- particularly to support vision support pupils	
Are school visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment?	Yes- all trips are made accessible for all with	



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	individual risk assessments if required.	
Are there high expectations of all pupils?	Yes- target setting and pupil progress notes show this	
Do employees seek to remove all barriers to Learning and participation?	Planning and assessment moderations, learning walks, PM observations and work/book looks show this.	

Section 2: Is your school designed to meet the needs of all pupils?		
Question	Yes	No
Does the size and layout of areas allows access for all pupils including Academic areas e.g. classrooms, assembly hall, library Sporting areas e.g. gymnasium, outdoor sporting facilities Social facilities e.g. canteen, common rooms Play areas Playgrounds-allow access for all pupils	We have ramps to various entrances to the 3 school buildings	Ramp to ks1 playground is steep so a wheelchair may need help to get up this. Review as required
Can pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	We have ramps to various entrances to the 3 school buildings. Doors are wide.	No inside access to ks1 from the main hall for a wheelchair without going outside
Are pathways of travel around the school site and parking arrangements are safe logical and well signed?	Yes- all are safe	
Are emergency and evacuation systems inform ALL pupils, including pupils with SEN and disability? Alarms have visual and auditory components?	Yes- Individuals have personalised evacuation plans.	
Are non-visual guides are used to assist disabled people when using buildings e.g. lifts with tactile buttons?		This is not consistent throughout the school.
Could any of the décor or signage be considered to be confusing or disorientating for pupils with visual impairment, autism or epilepsy?	Staff are aware of keeping doors clear of signs for VI pupils	Further training required as needed
Are areas to which pupils have access are well lit?	Yes all areas are well lit	
Are steps are taken to reduce background noise for hearing impaired pupils e.g. consideration given to a room's acoustics, noisy equipment?	Noise is monitored in all classrooms with projector regularly checked and replaced if they are deemed too noisy.	
Is furniture and equipment are selected, adjusted and located appropriately?	Yes all furniture is suitable and if any specialist items are required these are obtained at once.	



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Section 3: How does your school deliver materials in other formats?		
Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	We work closely to ensure that resources match the needs of the children	
Do you ensure that information is presented to groups in a way which is 'user friendly' way for people with disabilities e.g by reading aloud overhead projections and describing diagrams?	Yes- however this is constantly reviewed and changes in practice applied if required.	
Do you have the facilities such as ICT to produce written information in different formats?	This is used daily	
Do you ensure that employees are familiar with technology and practices developed to assist people with disabilities?	Yes. Individual training is provided where appropriate.	Additional training may be required

4.5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equality and Diversity Policy
- Health & Safety Policy,
- SEND Policy
- School Improvement Plan

4.6. The Accessibility Plan will be published on the school website.

4.7. The Accessibility Plan will be monitored through Governing Body committees and reported to the Full Governing Body

4.8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.