

GARSTANG ST THOMAS CHURCH OF ENGLAND PRIMARY SCHOOL

ACCESSIBILITY PLAN (2026 – 2029)

DATE: 19/08/26

REVIEW DATE: September 2027

Garstang St Thomas Church of England Primary School promotes high expectations of achievement for all. Children are provided with high quality, personalised learning opportunities so that each child attains well and achieves their potential. We promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued. We work hard to ensure individual talents, skills and unique characteristics are identified and celebrated, irrespective of ethnicity, faith, attainment, age, disability, gender or background. High importance is placed on learning in all its forms and all staff are committed to nurturing lifelong learners. Garstang St Thomas Church of England Primary School is a safe school, committed to improving children's confidence and self-esteem through our belief that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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".

We define equality in line with the Equality Act 2010 and 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

Garstang St Thomas Church of England 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 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.

The school recognises and values parent's knowledge of a child's disability and its effect on their ability to carry out everyday activities. The parents' and child's right to confidentiality is respected.

The Garstang St Thomas Church of England Primary School Accessibility Plan shows how access to the school is provided for disabled pupils, staff and visitors and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It is also acknowledged that a full assessment of the school's accessibility arrangements would be necessary as and when 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 Garstang St Thomas Church of England 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 issues with reference to the Equality Act 2010.

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

- Special Educational Needs Policy
- Behaviour for Learning Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- 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.

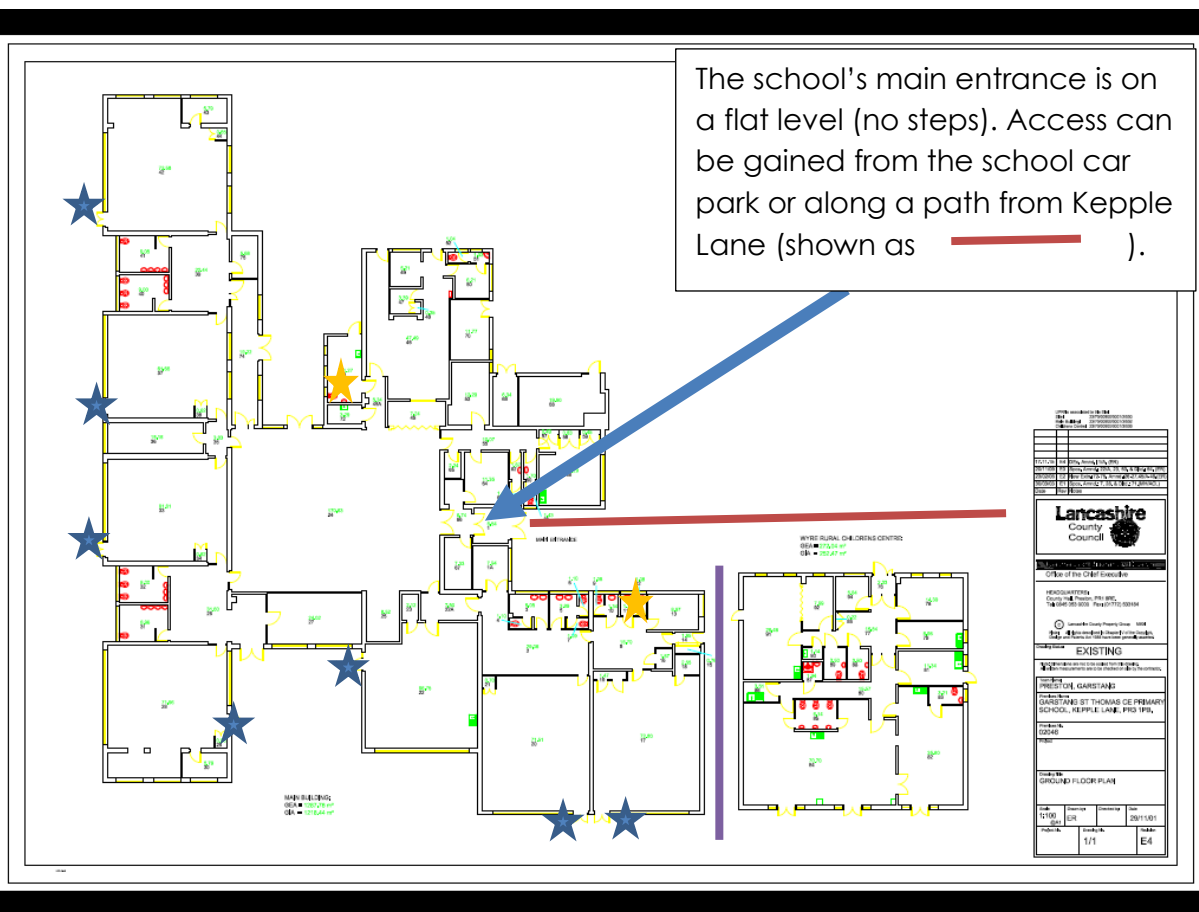
The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

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 inspection processes in relation to Schedule 10 of the Equality Act 2010.

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



Children & Parents can also access individual classrooms via external doors (★) from the school playground. All these are on a flat level (no steps) and are wheelchair accessible. The playground is accessed via a path between the main school building and Garstang Pre-school. (shown as —)

The school has two separate wheelchair accessible toilets (with handrails and alarms). (These are shown as ★).

Accessibility Plan 2023-2026

An Access Audit was carried out in August 2023. 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
To be aware of and meet the access needs of disabled pupils, staff, governors, parents & visitors	New pupil medical / additional needs information collected on entry. Collection information in advance of entry to pre-school and main school.	Before entry for every new child.	Office staff	Information gathered and shared with relevant staff.	Complete but ongoing
		As required	SENCO	Plans in place as required.	
	Create access plans for individual pupils when required.	As required	SENCO/SLT	Adjustments made as required.	
	Find out access needs of staff through discussion or on recruitment.				

Access to the Curriculum

Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
Ensure all children have the correct height furniture.	Annual audit to ensure all work space areas are suitable heights for all children including pre-school and main school.	Annual check – autumn term	Class teachers/SENCO	Adjustments made for identified children.	Complete
Ensure hearing impaired pupils have the aids they require to be able to fully access the curriculum.	Regular support from HI specialist teachers. Application for radio aids as required. Class teachers to make adjustments to seating plans where necessary.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	Complete
Ensure visually impaired pupils have the aids they require to be able to fully access the curriculum.	Regular support from VI 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 teachers/SENCO	Adjustments made for identified children.	Complete but ongoing
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 & handling plans in place to ensure safe transfers between equipment.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	Complete but ongoing
Ensure pupils with EAL have the necessary support to be able to fully access the curriculum	Regular support from EAL teachers. Teaching and pupil resources to reflect language and cultural diversity.	Ongoing	Class teachers/SENCO	Adjustments made for identified children.	Complete

Information					
Target	Action	Timescale	Responsibility	Success Criteria	Evaluation
Ensure information provided to parents/carers of children (pre-school and main school) can be read and easily understood.	Review communication with focus on ensuring plain English is used. Ensure that the meaning/full term of an abbreviation or acronym is written when before it is used. 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.	By September 2025 / ongoing	Headteacher/ SENCO	All parents receive information in a form they can access.	Complete but ongoing

ACCESSIBILITY PLAN 2026–2029

Following an audit, below is the 2026–2029 Accessibility Plan, organised around the three statutory areas of physical access, access to the curriculum, and accessible information and communication.

1. Physical Access

Target	Actions	Timescale	Responsibility	Success Criteria
Ensure the school environment remains accessible to pupils, staff, parents/carers and visitors with disabilities	Complete an annual accessibility walk/audit of the school site, including entrances, paths, classrooms, toilets, playgrounds and shared spaces. Identify and	Annually – Autumn Term	Headteacher / Inclusion Lead / Office Manager	Barriers to access are identified promptly and reasonable adjustments made where required.

	address any barriers where reasonably practicable.			
Ensure individual accessibility needs are anticipated when pupils join the school	Gather information about medical, physical, sensory and accessibility needs before entry to Nursery/Pre-school or main school. Meet with families and relevant professionals where necessary and put individual access arrangements in place before admission wherever possible.	Before admission / ongoing	Inclusion Lead / Office staff	Necessary adjustments and plans are in place promptly and pupils can access the school safely.
Consider accessibility when making changes to the school premises	Ensure accessibility is considered as part of refurbishment, maintenance, purchasing and development projects. Seek specialist advice where appropriate.	2026–2029	Headteacher / Governors	Accessibility forms part of decision-making for relevant premises improvements.
Maintain accessible emergency arrangements	Consider the needs of pupils, staff and visitors with disabilities within evacuation and invacuation arrangements. Develop Personal Emergency Evacuation Plans (PEEPs) where required.	Reviewed annually and as required	Headteacher / Inclusion Lead	Individual emergency arrangements are in place where required and enable safe evacuation/invacuation.

2. Access to the Curriculum

Target	Actions	Timescale	Responsibility	Success Criteria
Ensure pupils with disabilities can participate fully in the curriculum and wider life of the school	Consider reasonable adjustments for lessons, PE, educational visits, performances, clubs, residential experiences and other enrichment opportunities. Identify potential barriers at the planning stage rather than waiting for difficulties to arise.	Ongoing	Teachers / Inclusion Lead / EVC	Pupils with disabilities participate in the curriculum and wider opportunities alongside their peers wherever reasonably practicable.

Ensure appropriate equipment and resources are available to meet individual needs	Review pupils' requirements for seating, furniture, sensory resources, hearing/visual aids, ICT and other specialist equipment. Work with specialist teachers, occupational therapists and other professionals where appropriate.	At least annually and when needs change	Inclusion Lead / Class teachers	Pupils have appropriate equipment and adaptations to enable effective access to learning.
Develop staff confidence in making reasonable adjustments	Include accessibility, SEND and reasonable adjustments within staff training and professional discussion. Share strategies recommended by specialist professionals with relevant staff.	2026–2029	Inclusion Lead / SLT	Staff understand their responsibilities and confidently make appropriate adjustments to teaching, resources and the learning environment.
Ensure accessibility is considered within curriculum planning	Consider physical, sensory, communication and learning barriers when planning teaching and learning. Use appropriate adaptations, technology and alternative means of recording or participation where required.	Ongoing	Teachers / Subject Leaders / Inclusion Lead	Pupils' disabilities do not unnecessarily prevent them from accessing learning or demonstrating what they know and can do.
Strengthen pupil voice regarding accessibility	Seek the views of pupils with disabilities/additional needs about barriers they experience and adjustments that help them participate and learn. Use this information when reviewing provision.	At least annually / through individual reviews	Inclusion Lead / Class teachers	Pupils feel listened to and their views contribute to decisions about accessibility and reasonable adjustments.

3. Accessible Information and Communication

Target	Actions	Timescale	Responsibility	Success Criteria
Ensure school information is accessible and easy to understand	Continue to use clear, parent-friendly language and explain abbreviations and educational	Ongoing	Headteacher / Inclusion	Parents/carers can understand and access

	terminology. Review key letters, policies, forms and website information with accessibility in mind.		Lead / Office staff	important school information.
Provide information in alternative formats where reasonably required	Make reasonable adjustments such as enlarged print, electronic copies, translated information or additional explanation/support according to individual need.	As required	Office staff / Inclusion Lead	Information is provided in an accessible format within a reasonable timeframe.
Improve the accessibility of digital information	Consider accessibility when creating website content and electronic documents, including clear headings, readable formatting, meaningful link text and appropriate alternative text for significant images where practicable.	2026–2029	Headteacher / Website administrators	Key digital information is increasingly accessible to users with disabilities and those using assistive technology.
Identify communication needs early	Ask families about accessibility or communication requirements when pupils join the school and provide an opportunity for families to tell school if these change.	On admission / ongoing	Office staff / Inclusion Lead	Communication needs are identified and reasonable adjustments are made promptly.

Monitoring and Review

Progress against the Accessibility Plan will be reviewed at least annually. Actions may be amended or added during the three-year period in response to:

- the changing needs of pupils, staff or families;
- accessibility audits;
- feedback from pupils and parents/carers;
- advice from specialist professionals;
- changes to the school premises or curriculum; and
- relevant changes to statutory requirements or guidance.

The Governing Body will oversee implementation of the plan and consider progress as part of its monitoring of equality, SEND and accessibility.

A full review and new Accessibility Plan will be completed by September 2029.