



St Gilbert of Sempringham Church of England Primary School and Nursery

Accessibility Policy and Plan

Sow Seeds: Grow Together: Reach High

Policy review date: 7th September 2026

Date of next review: September 2029



Introduction

The Accessibility Plan has been written in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

St Gilbert's Primary School and Nursery has high expectations for all pupils and a commitment to pupils' full participation in the wide range of school activities. Our school is committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

Schools have a duty to make reasonable adjustments for pupils with a disability. This plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 and make reasonable adjustments to 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 time frame.

St Gilbert's Primary School and Nursery is committed to equal opportunities and inclusion. This plan is not a standalone document but should be considered alongside the following school policy documents:

- Equality and Diversity Policy
- Admissions Policy

- Supporting Pupils with Medical Needs Policy
- Special Educational Needs & Disabilities (SEND) Policy and the Local Offer
- Safeguarding Policy
- Health & Safety policy
- Staff related policies, e.g. risk assessments, sickness and absence

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current Situation - Increasing the extent to which disabled pupils can participate in the school curriculum

St Gilbert's Primary School and Nursery access is via the front door entrance into the main reception lobby. The door to the main entrance leads to an inner door controlled from inside the main office. There is a key fob to get out of the building. The interior of the building is on two levels, but only one level and is fully accessible to the pupils. There is a disabled toilet facility available, and this is easily accessed.

Pathways of travel around the school site for both staff and visitors are safe.

Emergency and evacuation procedures are accessible to all. Alarms are auditory and the assembly points are at the front and side of the school on the playgrounds. An additional fire evacuation risk assessment has been completed for individual pupils as required.

We do not have a designated First Aid room but there are first aid points throughout the school in all areas and a central first aid cabinet by the front door.

St Gilbert's Primary School and Nursery has close working relationships with its feeder nurseries and pre-schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Lincolnshire SEND team, outreach services, health professionals and Educational Psychology Service, the SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

The school's governors, teachers, and support staff have a wide range of qualifications, training and experience of working with children with a varied range of needs. Teachers and Teaching Assistants attend SEND courses as appropriate to support specific needs.

Teachers work closely with TAs to address pupils' needs and liaise with specialist and support services when necessary, including Speech and Language Therapists, Educational Psychology Service, Lincolnshire SEN Team Advisory Service, CAMHS, BOSS, GPs and paediatricians, School Nurse Team, Counselling, Other advisory services and charities.

School visits, including residential visits, are made as accessible to all children as possible irrespective of attainment or impairment. On school trips, risk assessments make specific reference to any pupils with a medical condition, disability or Statement/EHC of SEND.

Lessons provide opportunities for all to succeed through inclusive planning which is pitched to meet the needs of pupils. Our school celebrates a wide variety of teaching styles and strategies.

Access to information in the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources.

We have a clear policy on the administration of medicines with staff trained to administer epi-pens/insulin. There is information in both classrooms and in the staffroom regarding children with specific medical problems, including pictures for identification purposes. Epi-pens, inhalers and insulin are always taken on visits out of school, along with any other consented medication. Staff trained in the use of first aid, always accompany trips.

Improving Curriculum and Physical Access

The Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Accessibility & Inclusion Plan 2026–2029

School Name: St Gilbert's Primary School and Nursery

Date: 7th September 2026- 2029

	Targets	Strategies	Outcome	Timeframe
1	To ensure that before a child with a disability is due to start school, meetings have taken place to establish and plan for meeting the child's needs.	The child's needs will be regularly reviewed with parents/carers and health professionals as appropriate	Transition is effective and strong awareness of child's needs	On going
2	To ensure that if a child enters school with a specific medical need, appropriate training for staff is accessed through health professionals or specialist nursing teams	To contact the health professionals or specialist nursing team to arrange training	Relevant staff are adequately trained	On going
3	To ensure that pupils with disabilities and additional needs can access and participate in an ambitious, inclusive curriculum through consistent adaptive teaching and appropriate reasonable adjustments.	To audit curriculum access barriers; strengthen adaptive teaching, scaffolding, visual/practical resources, processing time and alternative ways to demonstrate learning. Ensure wider curriculum, clubs, visits and activities are planned with accessibility in mind.	To ensure pupils with disabilities and additional needs access, participate and thrive within an ambitious, inclusive curriculum through consistent adaptive teaching and appropriate reasonable adjustments. Pupils will experience fewer barriers to learning, make progress from their individual starting points, and feel a strong sense of belonging, inclusion and achievement across all aspects of school life.	Pupils on SEND Register plus those being monitored. On-going
4	To ensure that pupils with disabilities and additional needs experience smooth, well-planned and supported transitions at all stages of their education, with their individual needs identified and appropriate support and reasonable adjustments in place.	Maintain early liaison with nurseries, pre-schools and families. For pupils with identified needs, hold planning meetings and gather relevant professional information before transition.	Increased awareness of needs and understand how to support.	On going

		Strengthen transition arrangements between year groups and key stages, including preparation for changes in routines, staff, environments and expectations.		
5	To further enable staff to adapt the curriculum to take account of a range of disabilities	Staff to undergo training as appropriate. Outside agencies support (STT etc) as required Monitoring of APDR provision maps	On going development of teachers' knowledge and skills in meeting disabled pupils' needs with regard to accessing the curriculum	On going
6	Support pupil SEMH needs effectively	Focused nurture time/social support Whole School STEPs approach ELSA support	Improved SEMH provision, readiness to learn and children's emotional health supported	On going
7	To ensure effective partnership working with parents, carers and relevant professionals so that emerging needs are identified early, appropriate support is coordinated, and pupils' access to learning and wider school life is maximised.	Continue regular communication with parents/carers, involve them when emerging needs are identified, and seek their views when support is reviewed. Liaise with relevant health, SEND and specialist services. Review the consistency and usefulness of communication and multi-agency working; share strategies that support access at home and school where appropriate.	Parents, carers and relevant professionals work effectively and collaboratively to identify needs early and ensure appropriate support is coordinated. Pupils receive consistent, timely support that maximises their access to learning, progress and participation in wider school life.	On going
8	To ensure that pupils with disabilities and additional needs are able to participate fully in all aspects of school life, including enrichment activities and wider	Ensure pupils with disabilities/additional needs can participate in trips, visits, assemblies, performances, sports, clubs, playtimes, lunchtimes, school council	Pupils with disabilities and additional needs participate fully and confidently in all aspects of school life, including enrichment and wider	On going

	opportunities, through effective planning and appropriate reasonable adjustments.	and community activities, using individual planning and reasonable adjustments.	opportunities. Barriers to participation are reduced through effective planning and appropriate reasonable adjustments, ensuring pupils feel included, valued and a strong sense of belonging.	
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