



Accessibility Plan

Policy Owner	Mrs Scott/ Mrs Wright-Jones
Date Approved	25 September 2023
Governor Name	Mr S Hill
Governor Role	Chair

<u>Admin use only</u>	
Location	
Website	
Learning Platform	
Policies File	
Staff room	
Headteacher's File	
Policies Log updated	



Loxdale Primary School Accessibility Plan

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan



1. Vision 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:

- (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.

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 Loxdale Primary School, the plan will form part of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Loxdale Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

a) The Loxdale Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

b) The Accessibility Plan is structured to complement and support the school's Equality Objectives, 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.

c) Loxdale 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.

d) Loxdale 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 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, equally, prepared for life as are 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;
- 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.

e) Loxdale Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

f) 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.

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

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs & Disabilities Policy

h) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains 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 roll 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 on-going period.



i) Equality Impact Assessments will be undertaken as and when school policies are reviewed. 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.

j) The Accessibility Plan will be published on the school website.

k) The Accessibility Plan will be monitored through the Governor Finance and General Purposes Committee

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

m) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____



2. Aims and Objectives

Our Aims are:

- o Increase access to the curriculum for pupils with a disability,
- o Improve and maintain access to the physical environment
- o Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

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, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care and the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit (see attached)

The school is a double storey building with wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitors includes three dedicated disabled parking bays, which is located at the front of the building. All entrances to the school are either flat or ramped and



all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, in all the adult bathrooms, including one in the foyer. All are fitted with handrails and a pull emergency cord.

The school has internal emergency signage and escape routes, which are clearly marked.

There is a lift for disabled pupils, parents and carers (at Parents Evening etc) and visitors to use.

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 Local Authority



6. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To liaise with Nursery providers to review potential intake for Sept 2023	To identify pupils who may need additional to or different from provision for Sept 2023 Intake	Sept 2023	HT /DHT EYFS Leader & EYFS staff	Procedures/ equipment/ ideas set in place by Sept 2023.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Sept 2023 & Sept 2024	HT /DHT SENDCo All subject leaders	All policies clearly reflect inclusive practice & staff are aware of this.
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Sept 2023 & Sept 2024	HT /DHT All Teachers & staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on- going health needs. Eg Children with severe asthma, epilepsy, diabetes or mobility issues.	To ensure collaboration between all key personnel	Sept 2023 & Sept 2024	HT /DHT All teachers TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	Support from Advisory Teachers, CPD for staff and: • A differentiated curriculum with alternatives offered. • The use of P Scales to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including	Sept 2023 & Sept 2024	SENDCo Ed Psych Specialist Teacher, including dyslexia support Physiotherapy Visual/ hearing impairment Service Speech and Language Service	Advice taken and strategies evident in classroom practice. Children with identified needs supported and accessing curriculum



Accessibility Plan September 2023 - September 2025

		<p>trained teaching assistants</p> <ul style="list-style-type: none"> • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 			
MED TERM	To review progress (from their starting points) of all SEND pupils	<p>SENDCo/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	Class teachers SENDCo	<p>Progress made towards IASEND targets</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of Able, G & T pupils	<p>Policy and Able G&T list to be reviewed/updated</p> <p>Able G&T booster groups/activities</p> <p>Monitor Able G&T list</p>	Autumn 2023 & 2024	SENDCo Class teachers	<p>Able G&T children making proportionate progress.</p> <p>Achieving above average results</p>
	To promote the involvement of disabled students in classroom discussions/activities including to take account of variety of learning styles when teaching	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • WELCOMM training for EYFS staff • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of 	Autumn 2023 & 2024	<p>Whole school approach</p> <p>EYFS lead</p>	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p> <p>Speech and language given a high priority in school</p>



Accessibility Plan September 2023 - September 2025

		disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			
LONG TERM	To evaluate and review the above short and long term targets annually	See above	Autumn 2023 & 2024	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Board	Finance and Premises and Curriculum Governors meetings	Annually Termly SEND Governor / SENDCO meetings	SENDCO SMT/SEND Link Governor	Governors fully informed about SEND provision and progress

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To continue to improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Reviewed Autumn 2023 & 2024	SMT SBM	Enabling needs to be met where possible.
	Ensure a visually stimulating environment for all children	Colourful, lively displays in classrooms and role play areas. No sensory overload.	On-going but reviewed Autumn 2023 & 2024	Teaching and non-teaching staff	Lively and inviting environment maintained.



Accessibility Plan September 2023 - September 2025

	Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of IASEND process • Undertake confidential survey of staff and governors to ascertain access needs. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be continually reviewed eg Autumn 2023 & 2024	Teaching and non-teaching staff	Enabling needs to be met where possible
SHORT TERM	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be continually reviewed termly by SENDCo.	Head Teacher SBM SENDCo Occupational health Specialist diabetes nurses Hearing impairment team	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled parents to drop off & collect children • Offer a telephone call to explain letters home for some parents who need this • Adopt a more proactive approach to identifying the access requirements of disabled pupils 	With immediate effect to be continually reviewed termly	Whole school team SBM With immediate effect to be continually reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
MEDIUM TERM	To improve community links	School to continue to have strong links with schools in Local	On-going	SMT All staff	Improved awareness of disabilities/the



Accessibility Plan September 2023 - September 2025

		Authority and the wider community.			wider community /the world. Improved community cohesion
LONG TERM	Continue to develop playgrounds and facilities.	Look for funding opportunities from Awards 4 All	On-going	Whole school approach SENDCo SBM	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	On-going	PSHE Co-ordinator SMT	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.



Accessibility Plan September 2023 - September 2025

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
SHORT TERM	To support parents with Learning Difficulties	Regular communication with identified parents Support provided for parents' evening/annual reviews	On-going & reviewed Autumn 2023 & 2024	Class teacher SMT	Two-way communication in place.
	To ensure all children with ASD diagnoses or traits have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	On-going	All staff to be aware -through CPD SENDCO Outreach Service Early Help	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Investigate symbol software to support learners with reading difficulties. • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font, dyslexia friendly and easy to read texts will improve access. • Auditing signage around the school to ensure that is accessible to all 	On-going	All staff to be aware	All children and parents able to access school information.



Accessibility Plan September 2023 - September 2025

<p>MEDIUM TERM</p>	<p>To review children's records ensuring school's awareness of any disabilities</p>	<ul style="list-style-type: none"> • Information collected about new children. • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • IASEND meetings • Medical forms updated annually for all children • Personal health plans (PEEPS) • Significant health problems -children's photos displayed on staffroom notice board / info kept in separate file in staffroom 	<p>Annually</p>	<p>Class teachers Outside agencies SMT SBM Office staff</p> <p>Key staff specially trained eg diabetics, medicines etc</p>	<p>Each teacher/staff member aware of disabilities/ difficulties of children in their classes</p>
<p>LONG TERM</p>	<p>In school record system to be reviewed and improved where necessary. (Records on Arbor/ network/ protected</p>	<p>Record keeping system to be reviewed.</p>	<p>Continual review and improvement Autumn 2023 & 2024</p>	<p>Assessment Co-ordinator/SMT SB</p>	<p>Effective communication of information about disabilities throughout school</p>

