



LEAGRAVE PRIMARY SCHOOL

‘Striving for Excellence, Learning for Life’

Accessibility Plan

Ratified by Governors

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STATUTORY

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Contents

1. Aims.....	2
2. Legislation and guidance	3
3. Action plan.....	4
4. Monitoring arrangements	8
5. Links with other policies	8
Appendix 1: Accessibility audit.....	9

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable pupils and families with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information.

Our school aims to treat all its pupils fairly and with respect. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to recognize everyone's uniqueness and to celebrate their success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's life-chances, their confidence and their self-esteem. This involves providing access and opportunities for every pupil without discrimination of any kind.

Leagrave Primary School is committed to providing an environment that enables full curriculum access, which values and includes all pupils, members of 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 parents' knowledge of their children's disabilities and the effect of these on their ability to carry out everyday activities and the parents' and children's right to confidentiality.

The Leagrave Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipates 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as the able-bodied pupils; (if a school fails to do this it will be in breach of their duties under the Equalities Act 2010) This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits- it also includes the provision of specialist and 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 includes 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 may include hand-outs, information about the school and school events. The information will be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to key aspects of the physical environment, curriculum and written information.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The priorities for the Accessibility Plan for our school were identified by the Senior Leadership Team, the School Business Manager, the Site Agent in consultation with a range of stakeholders, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Target	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>All staff to have specific training on disability issues, particularly Autism (ASD) and speech and language issues and ADHD.</p> <p>Staff to be aware of children with SEN and those with disabilities and how the children they work with access the curriculum.</p>	<p>All teaching staff to receive training in ADHD and neuro-diversity on 01.12.23</p> <p>Support staff to access appropriate training in Spring 2024</p> <p>All staff receive training about effective IEP's, how to write them, appropriate targets to give children and how to support children to achieve these.</p>	<p>Assistant Head/ SENDCo</p> <p>Assistant Head/ SENDCo and Teaching Assistants' appraisers.</p>	<p>December 2023.</p> <p>Spring 2024.</p> <p>As required</p>	<p>Raised confidence and increased knowledge, skills and understanding to support pupils who are neuro-diverse.</p> <p>Staff will be confident in supporting children to achieve their IEP targets and in creating new ones.</p>
	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>All educational visits are</p>	<p>Use ICT software to support learning, if appropriate</p>	<p>Make sure software is installed where needed.</p>	<p>ICT Lead</p>	<p>As required</p>	<p>Wider use of a greater variety of SEND resources across school</p>

	accessible to all.	Each venue for school trips are checked specifically for accessibility for children with disabilities.	<p>Develop further guidance for staff making school trips accessible for all.</p> <p>Ensure each venue is checked for accessibility.</p> <p>Risk assessments to be written for each visit or trip. These will include individual risk assessments for children who have a special need or exhibit behaviours that can be challenging.</p>	<p>Assistant Head for Inclusion /School Trips Lead</p> <p>Class teachers and SENDCo</p>	<p>As required</p> <p>From December 2023</p>	<p>All pupils will be able to access all educational visits and take part in a range of activities.</p> <p>A risk assessment will be in place for children who display more challenging behaviours ensuring that as much risk is reduced as possible for the child and the rest of the children on the trip.</p>
		Classrooms are organized to promote further the participation and independence of all pupils.	Assistant Head/ SENDCo to carry out an audit of resources and learning environments to ensure lessons and classrooms are planned to meet the needs of all pupils. within each class.	Assistant Head/ SENDCo	Annually	Classrooms are DDA compliant. Children can locate and access learning resources independently.
		To review policies and ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	SLT and Governing Body	Ongoing	All policies clearly reflect inclusive practice and procedure.

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils, staff and visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps where necessary • Corridor width • Disabled parking bays • 3 Disabled toilets • Library shelves at wheelchair-accessible height • Updated and re-furnished medical room • A hearing loop is available • Automatic front doors • Updated inclusive toilets (private cubicles) and wider access points to toilet area for children to use comfortably. (Years 1 and 2) 	<p>Improve the school's physical environment further.</p>	<p><i>The school will take account of the needs of pupils / parents / carers / staff governors and visitors with physical or sensory impairments when planning and undertaking future improvements and refurbishments.</i></p> <p>This will include:</p> <ul style="list-style-type: none"> • The hearing loop is to be updated. • An extra defibrillator will be housed onsite. It will be on the playground • Updated inclusive toilets (private cubicles) and wider access points to toilet area for children to use comfortably. (Years 5) 	<p>SLT, Business Manager and Governing Body</p>	<p>Ongoing</p> <p>Spring 2023</p>	<p>Evidence that appropriate considerations have been taken wherever school improvements are carried out.</p> <p>The hearing loop will enable anyone who needs to use it to do so.</p> <p>The defibrillator will be accessible to parents/ carers or other adults who are outside.</p> <p>All children will feel comfortable in using the toilets in school.</p>
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Improve the delivery of information to pupils/ parents and carers with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • A hearing loop system • Pictorial or symbolic representations 	Review information to parents/carers to ensure that it is accessible to all.	School office / Community Education Officer to support and help parents/carers access information and complete school forms.	School office / Community Education Officer	On-going	<p>All parents are able to understand information they receive and are able to fill in forms that are sent out.</p> <p>Parents/ carers and pupils feel supported and receive information in a form that they can access.</p>
		Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on different formats that are available for visually impaired, dyslexia etc.	SENDCo	On-going	Staff are aware of different formats that will make information more easily accessible for every individual.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board.

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

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

The Accessibility Audit

1.1. The school will undertake an annual Accessibility Audit.

1.2. The audit will cover the following three areas:

- **Access to the curriculum** – the school will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the school will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the school will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3. When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

1.4. The findings from the audit will be used to identify actions to address specific gaps and improve access.

Physical access audit:

Item	Issue	Yes	No	N/A	Evidence
1.	Is furniture and equipment selected, adjusted and located appropriately?	√			Furniture is appropriate for all children.
2.	Is the counter and window at Reception at a height where it is accessible to people in wheelchairs?		√		Staff are aware of people coming in as they need to be allowed through the door to get to the counter.
3.	Can people in wheelchairs be seen by Reception staff?		√		Staff are aware of people coming in as they need to be allowed through the door to get to the counter.
4.	Are pathways and routes logical and well signed?	√			All pathways are well signed.
5.	Can pupils in wheelchairs move around the school without experiencing barriers to access caused by doorways, steps or toilets?	√			Child used a wheelchair last year successfully and was able to access all areas.
6.	Do we have emergency and evacuation procedures to alert all pupils?		√		Lighting for children with hearing difficulties may be thought about in the future.
7.	Is appropriate furniture and equipment provided to meet the needs of individual pupils?	√			Pupils with SEND are provided with appropriate furniture and equipment.
8.	Do furniture layouts allow easy movement for pupils with disabilities?	√			Learning walks.
9.	Are quiet spaces/ calming areas available to children who need this facility?	√			Nurture Base.
10.	Are car parking spaces reserved for disabled people near the main entrance?	√			There is a designated Disabled parking space near the main entrance.

11.	Are there any barriers to movement around the site and to the main entrance?		√		There are no barriers
12.	Are steps needed to access the main entrance?		√		The entrance is at ground level. There are no steps.
13.	Do all steps have contrast edging?	√			See steps around the school premises.
14.	Is there a continuous handrail on all ramps and staircases?	√			Hand rails are in place by all ramps and staircases.
15.	Is it possible for a wheelchair user to get through the main door unaided?	√			The door opens automatically and is wide enough for a person in a wheelchair to use.
16.	If no, is an alternative wheelchair accessible entrance provided?			√	
17.	Is there a lobby/foyer at the main entrance, is it possible for a wheelchair user to negotiate the doors?	√			The doors can be opened and used by people in wheelchairs.
18.	Do all internal doors allow a wheelchair user to through unaided?	√			All internal doors have handles that are at a height people in wheelchairs can use, they are wide enough for wheelchairs to get through and there is space around each door enabling wheelchairs to be maneuvered in and around them.
19.	Do all corridors have a clear unobstructed width of 1.2m?	√			All corridors are wide.
20.	Does each part of the school have a wheelchair accessible toilet?	√			There are disabled toilets in each corridor and each part of the school.

21.	Are pupils' toilets accessible to all pupils?	√			All toilets will be updated- so that they are more easily accessible from corridors and are private.
22.	Is it possible for a wheelchair user to use all fire exits from areas to which they have access?	√			Wheelchair users would be able to exit through all fire exits.
23.	Are non-visual guides used to use assist people to use the buildings? Could any of the décor be confusing or disorientating for pupils with disabilities?		√		All visitors to the building are escorted around the building. There are signs throughout the school showing what is down each corridor and pathway. Although corridors are all painted the same colour, they have distinguishing features to avoid confusion between them.
24.	Is a hearing loop available (either fixed or portable) in the school?	√			This will be updated. See accessibility plan above..
25.	Are all light switches, power outlets and emergency alarm buttons at a height where they could be used by people in wheelchairs?		√		Lights in the building are on motion senses and turn on automatically. Power outlets and alarm buttons are at heights where they could be used by people in wheelchairs.
26.	Are all outdoor spaces accessible to children in wheelchairs?	√			Our outdoor spaces are large and open.
27.	Are all areas to which pupils have access, well lit?	√			All areas of the school are well lit.

Learning access audit

Item	Issue	Yes	No	N/A	Evidence
1.	Do we provide disability awareness training to enable all staff to understand and recognize disability issues?	√			The SENDCo leads training for staff, at least, termly.
2.	Do we have arrangements for teachers and teaching assistants to have the necessary training to teach and support children with disabilities if required?	√			Training is reviewed annually. Staff are informed and supported to manage individual needs.
3.	Do all staff seek to remove barriers to learning and participation?	√			SENDCo's learning walk feedback.
4.	Are all teachers able to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources?	√			SENDCo supports staff in recognizing equipment and resources that pupils will benefit from, Staff are aware of where to request resources.
5.	Is teaching appropriately differentiated to meet individual needs so that all children make good progress?	√			Lesson observation feedback.
6.	Is information obtained about future pupils to facilitate advanced planning gathered by ensuring that a home visit is carried out to all future pupils as well as gathering information from previous settings.	√			CEO or class teacher visits every child who has been offered a place at the school before they start at school. Information is sought from previous settings wherever possible.
7.	Are there well established procedures for the identification and support of pupils with Special Educational Needs?	√			IEP's, CIT
8.	Is detailed information on SEND pupils given to all relevant staff?	√			SENDCO shares relevant information with all staff working with every pupil who

					has SEND.
9.	Are all pupils encouraged to take part in music, drama and physical activities?	√			Lesson observations and planning.
10.	Do staff provide alternative ways of giving access to experience or understanding for children with disabilities who cannot engage in particular activities e.g. some forms of exercise?	√			All pupils participate in PE lessons and if appropriate are offered alternative more suitable ways of keeping active and healthy based on individual need.
11.	Do all staff recognize, understand and allow for the additional planning and effort necessary for children with disabilities to be fully included in the curriculum?	√			SENDCo staff training and lesson plans.
12.	Are all staff encouraged to recognize and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	√			SENDCo staff training and lesson plans.
13.	Do we provide appropriate technology for those with disabilities?	√			Specific arrangements are made according to individual needs.
14.	Are all school visits and trips made accessible for all?	√			All school trips are inclusive and all pupils are invited to attend them.
15.	Are there high expectations of all pupils?	√			Pupil progress meetings, data, test results, lesson observations,

Information access audit

Item	Issue	Yes	No	N/A	Evidence
1.	Do we have arrangements to provide information in symbols, simple language, large print or in Braille for pupils who may have difficulty with standard forms of print?	√			Specific arrangements are made according to individual needs.
2.	Do we ensure that information is presented to groups in a way that is user-friendly for people with disabilities e.g. by reading aloud, visualisers and describing diagrams?	√			Lesson observations and planning
3.	Do we have the facilities such as ICT to produce written information in different formats?	√			We have Chrome books, i-Pads, laptops, WhatsApp, texts, website, hard copies that can be enlarged etc.
4.	Do we ensure that information is available to pupils, parents/carers and staff in a way that is user friendly for all people with disabilities?	√			Large print is available.