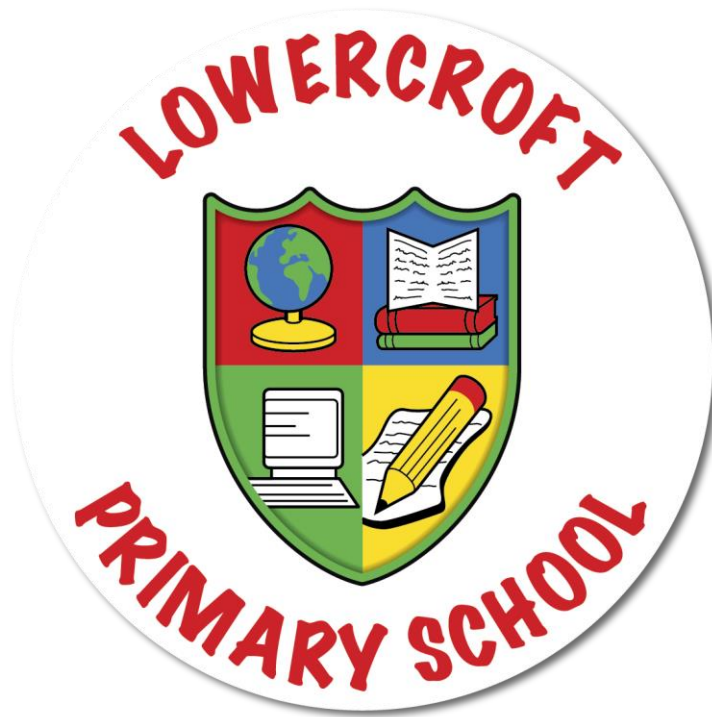


# Lowercroft Primary School



## Accessibility Plan

Last reviewed on: November 2019

Next review by: November 2022

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Appendix 1: Accessibility audit

## 1. Aims

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

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

### 1.1 School vision and Values

At Lowercroft we want to inspire our children and help them to develop a love of learning that will stay with them throughout their lives

Our aim is that they are healthy and safe, that they enjoy life, love learning and make a positive contribution to society.

This is underpinned by our belief that all children should be valued and treated fairly and consistently regardless of their ability. We encourage all our children to be the best that they can be, so that they all achieve success

At Lowercroft we aim to promote equality and tackle any form of discrimination. We actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement.

**Inspire**

**Encourage**

**Achieve**

### 1.2 Communication

We have included a range of stakeholders in the development of this accessibility plan, including governors, the SENCO and the Head teacher.

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

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

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.

## 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 Education 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 <i>(included: established practice and practice under development)</i>	Objectives <i>(short, medium and long-term objectives)</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
To increase access to the curriculum for pupils with a disability	<p>Lowercroft offers an age appropriate curriculum which is differentiated according to individual needs.</p> <p>Lowercroft personalises the curriculum for some pupils.</p> <p>The curriculum offer is based on interests and needs.</p> <p>Lowercroft uses resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Expectations for pupils with additional needs are high.</p> <p>Lowercroft asks about any disability or health condition in early communications with new parents and previous settings through the nursery and reception enrolment process and in mid-year transfer interviews.</p>	<p>To develop a refined system of tracking children with disabilities who are working below ARE.</p> <p>To broaden the curriculum resources to include examples of people with disability</p> <p>To develop school's SEMH resources, including the development of a pastoral team.</p>	<p>Research how other schools record the progress of pupils with disabilities who fall below the ARE standard.</p> <p>Work closely with PCedutech to develop a system that works for Lowercroft pupils with disabilities.</p> <p>All staff to attend training on Autism and Girls.</p> <p>Allocate staff to appropriate training for SEMH.</p> <p>Buy resources specifically aimed for pupils with high anxiety.</p>	SENCO TF	<p>Summer 2020</p> <p>And ongoing after that</p>	<p>Tracking of pupils with disabilities is effective in supporting school measure their progress.</p> <p>Pupils with anxiety manage their anxiety well.</p> <p>Lowercroft has a well informed and highly skilled pastoral team.</p>

	<p>When children have identified needs, we work closely with parents/carers and outside agencies to ensure appropriate support is provided.</p> <p>Children with EHCP are included in the recruitment of their support worker where appropriate.</p>					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Disabled parking bay</i></li> <li>• <i>Disabled toilets</i></li> <li>• <i>Changing facilities including shower</i></li> <li>• <i>Laptops/ipads</i></li> <li>• <i>Sloping writing tables</i></li> </ul>	To review access for pupils with growth impairments as they progress through school	Request OT involvement at the end of each year to ensure the physical environment is appropriate.	SENCO	Every July	Adjustments made so that the pupils continue to access the environment.
Improve the delivery of information to pupils with a disability	Where practise is good, large print is used, intercoms are used by the teacher for hearing impaired pupils, print is on 'off white' paper/powerpoints/smart boards	<p>To improve consistency of good practice for the delivery of information for pupils with disability across school.</p> <p>Eg to use coloured backgrounds, fonts etc to support pupils with dyslexia.</p>	SENCO to co-ordinate staff CDP	SENCO	Spring 2020	Staff are equipped to adjust curriculum delivery to meet the requirements of their class.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary e.g. new admission to school.

It will be approved by the Teaching and Learning Committee.

#### **5. Links with other policies**

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

- Risk assessments
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report and policy
- Supporting Pupils with Medical Conditions Policy
- Positive Behaviour Policy