



Accessibility Plan

Created in collaboration with our legal expert

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Loscoe Church of England Primary School and Nursery

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Aims of the Accessibility Plan

This plan outlines how Loscoe Church of England Primary School and Nursery aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

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

When conducting the audit, the governing board 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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not have the skills to support pupils with SEND	Visit from Mark Emly – DDAT SEND Lead to support SENCo and Staff	Headteacher SENCO External advisors	Autumn 2020	Further training arranged for Spring and Summer.	Summer 2021
	Lockdown or isolation has meant that pupils cannot access their education/curriculum	Set up Google Classroom to enable access to learning.	Headteacher Head of School SBM	Autumn 2020	All pupils able to access education through home learning if required. Pupils with SEND can access online learning which will give them the opportunities to work on IEP/ECHP targets.	Summer 2020
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers SENCO	Spring 2021	Planning of school trips takes into account pupils with SEND or additional needs.	Summer 2021
Long term	Pupils with SEND cannot access lessons remotely.	Provide tablets and other adjustments for pupils with SEND	Headteacher Teachers SENCO	Autumn 2020	Review SEND budget to ensure that pupils with SEND can access lessons	Summer 2021

Long term	PE curriculum does not consider SEND.	PE curriculum is reviewed to include disability sports	Sports Coaches PE Coordinator Teachers	Autumn 2020	PE curriculum includes disability sports	Summer 2021
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Can everyone access the reception area and speak with the school office.	Audit of physical environment carried out - trip hazard removed	SBM	Completed Spring 2023	The reception area is accessible, trip hazards removed and	Next review Spring 2024
Short term	Pupil with require SEN require a safe, quiet area for one to one support and interventions.	Regularly ensure that meeting spaces are suitable for interventions.	Executive Headteacher / Head of School	Completed Autumn 2020	A safe and quiet space provided for identified pupils. New nurture space created in the Nursery	Next Review Autumn 2024
Medium term	Ensuring that the building is accessible to all users including wheelchair access.	Audit of physical environment in the event of additional requirements.	SBM / Premises Manager	When required	Main areas of school are currently accessible for all. Regular audits of access routes and fire escapes	Next Review Spring 2024

	New staff toilets are not currently wheelchair accessible.	Cleared disabled toilet of spare clothing and lost property. Organised first aid storage	SBM / SBAs / Middy	Summer 2023	Access to toilets is increased. Space for wheelchair user to use toilet and hand washing facilities.	Next Review Spring 2024
Long term	Kitchen is not suitable for the volume of meals required to feed the school and Nursery.	Building of the new kitchen.	DDAT CIF & School reserves	Completed Autumn 2022	Kitchen completed Meals are prepared for all children and EHS score of 5/5	Completed Autumn 2022
Long term	Areas of sunken tarmac are a trip hazard and potentially dangerous	Arrange for tarmac repairs and full site inspection with Dianne Banks	SBM / YMD Boon	Summer / Autumn 2023 Repairs completed Summer 2023 - Further areas still require attention	Playground and play areas safer and risk of trips reduced.	Next Review Spring 2024

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Is information in an accessible format for all parents/carers?	<p>Ensure that website is user friendly.</p> <p>Research most effective communication channels.</p>	<p>Head Teacher / SBM</p> <p>Teachers</p>	Ongoing	<p>School is aware of accessibility gaps to its information delivery procedures.</p> <p>School has addressed communication channels for all parents/pupils.</p> <p>Information shared both on the school website and Class Dojo. Will review parental feedback</p>	Next Review Spring 2024
	Is information available in other languages if necessary?	<p>Translation tool to be available on the website to allow multi-lingual access.</p> <p>An interpreter could be sourced if required.</p>	Head Teacher	Ongoing	School is aware of local services for converting written information into alternative formats	Autumn 2021

<p>Medium term</p>	<p>Written information is not accessible to pupils with visual impairments</p>	<p>Provide written information in alternative formats</p> <p>Provide coloured overlays / filters</p>	<p>SENCO for pupils with identified needs.</p>	<p>Spring Term 2021</p>	<p>Written information is fully accessible to children with visual impairments.</p> <p>Classrooms enhanced the learning experience.</p>	<p>Next Review Summer 2024</p>
<p>Long term</p>	<p>Signage around school may need to be in other languages and braille if it became necessary.</p> <p>Signage for emergency exits could be enhanced.</p>	<p>Signage to be considered if and when a pupil joins the school.</p> <p>Signage for emergency exits to be purchased and displayed on corridor walls.</p>	<p>Headteacher / SBM</p>	<p>Summer Term 2021</p>	<p>All people feel welcome in school.</p> <p>Pupils, staff and visitors are able to evacuate the building quickly in an emergency.</p>	<p>Next Review Spring 2024</p>