



Accessibility Plan

School Name:

Loddington C of E Primary School

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Role	Designated Person
Headteacher	Helen Dowsett
Designated Lead	Helen Dowsett
Date written and approved by governors	December 2021
Date to be reviewed	December 2024

1. Aims

Loddington CE Primary aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is 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 disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils.

(See below for action plan)

This 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.

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.

We have included stakeholders in the development of this accessibility plan. This includes 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, 0 to 25 years (2014)* '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.

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Special Educational Needs (SEN) Policy
- Supporting Pupils with Medical Conditions Policy.

3. Monitoring Arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by *pupils, parents, staff and governors of the school* and approved by the governing body.

4. Action plan

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

1. Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
Focus on inclusive high-quality teaching.	<ul style="list-style-type: none"> □ All teachers <i>have undertaken</i> CPD on Rosenshine's 'Principles in Action', including completing personalised CPD tasks linked to '<i>Rosenshine The Workbook</i>'. Ongoing CPD to ensure practice remains of a high standard using WalkThrus – Tom Sherrington from Sep 2023 	<p><i>Responsible:</i> Headteacher & Assistant Headteacher</p> <p><i>Resources:</i> Individual copies of '<i>Rosenshine The Workbook</i>' by Claire Grimes. WalkThrus by Tom Sherrington</p>	CPD sequence began in 2019/20 and remains ongoing.	<p>All lessons include:</p> <ul style="list-style-type: none"> • Modelling; • Information shared in small steps; • Effective questioning; • Ongoing recall and review of daily, weekly, monthly learning. • Accurate and purposeful Assessment for Learning.
Adapted and personalised curriculum for all pupils.	<ul style="list-style-type: none"> □ Ensure all pupils are included in quality first teaching and access is made available to all lessons. 	<p><i>Responsible:</i> HT & SENCo</p>	Monitoring is ongoing throughout academic year.	HT and Subject Leads to monitor the differentiated activities within lessons through planning and book scrutiny.
Tailoring resources to support access to the curriculum.	<ul style="list-style-type: none"> □ SENCo to work with Class Teachers on CPD of a range of resources to support targeted pupils during lessons. 	<p><i>Responsible:</i> SENCo</p> <p><i>Resources:</i> As determined.</p>	Training is ongoing throughout academic year.	SENCo to monitor the impact of lessons and interventions for SEND pupils.

<p>Curriculum resources to include examples of people with disabilities.</p>	<p>☐ Where possible, Class Teachers to resource and implement examples of people with disabilities in lessons such as PSHE and wherever appropriate within other subjects.</p>	<p><i>Responsible:</i> Class Teachers; Headteacher</p>	<p>Ongoing</p>	<p>Self-access to a range of resources to support pupils learning.</p>
<p>Review of the curriculum to ensure it is inclusive</p>	<p>☐ Class Teachers and HT to ensure that all curriculum areas are inclusive of all</p>	<p><i>Responsible:</i> Subject Leaders; SENCo <i>Resources:</i></p> <ul style="list-style-type: none"> • PSHE curriculum (Kapow) • PE curriculum ("The PE Hub") 	<p>Ongoing annually</p>	<p>Lessons to include examples of people with disabilities. This can be in photo form or via videos.</p>
<p>Access to statutory assessment</p>	<p>☐ Ensure all pupils have the opportunity to complete statutory assessments</p>	<p><i>Responsible:</i> Headteacher <i>Resources:</i></p> <p>☐ Anything that may remove barriers specific to a child.</p>	<p>Ongoing Termly</p>	<p>Access to statutory assessment is available to all pupils. Where a test is not accessible, alternative assessments listed will be used.</p> <p>All staff will know how to ensure all lessons are inclusive for all pupils.</p>
<p>Disability awareness training for staff</p>	<p>☐ Staff would be trained to support pupils for specific medical and physical needs as they move through the year groups in their education here.</p>	<p><i>Responsible:</i> Headteacher; Class Teachers <i>Resources:</i> As necessary</p>	<p>Ongoing for pupil in Year 5. 2023</p>	

Links to other policies	<p>☐ Staff would be trained to support pupils for specific medical and physical needs as they move through the year groups in their education here.</p>	<p><i>Responsible:</i> Headteacher; AGC</p> <p><i>Resources:</i></p>	Ongoing	References are made to pupils with disabilities in the Supporting Pupils with Medical Conditions Policy, Intimate Care Policy, Inclusion Policy & SEN Report
Access to extra curricular activities, visits and trips	<p>☐ Staff would be trained to support pupils for specific medical and physical needs.</p>	<p><i>Responsible:</i> Headteacher; AGC</p> <p><i>Resources: As necessary</i></p>	Ongoing as needed	

2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
Make environmental adaptations to the needs of pupils as required.	Should a pupil enrol at the school and require access to a certain classroom or specific area of the building, which cannot be accessed then additional support will be planned for.	<p><i>Responsible:</i> Headteacher; AGC</p> <p><i>Resources:</i> <i>As required</i></p>	Should a pupil enrol this will be actioned.	All pupils will be able to access their own classroom, toilets, the village hall, library and outdoor areas for learning.

3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p>Developing the use of a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> a) Use of exercise books with pastel coloured pages. b) Photocopying on pastel colours c) Presentations (PowerPoint, Smartboard, etc) d) Laptops or I pads for use by dyslexic pupils 	<ul style="list-style-type: none"> a) School to supply dyslexic pupils with colour-sensitive exercise books, b) If required, staff will produce copies on pastel coloured paper for specific pupils c) If required, staff will produce visual resources with pastel backgrounds for display. Laptops will be available for pupils to use for English lessons and longer pieces of writing in foundation subjects. d) 	<ul style="list-style-type: none"> a) SENCO / Office Staff / Class Teachers b) SENCO / Class Teachers c) SENCO / Class Teachers d) SENCO / Class Teachers <p><i>Resources:</i></p> <ul style="list-style-type: none"> a) Exercise books b) Coloured paper c) CPD on equipment d) Laptop/Tablet and appropriate software 	<p>As needed</p>	<ul style="list-style-type: none"> □ All pupils will be able to access lessons, presentations and worksheets, being able to read resources provided throughout lessons. □ Dyslexic pupils find it easier to access English lessons and to find words required during foundation topics to aid their written work.