

Accessibility plan

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| Approved by: | Governing Body | Date: May 2024 |
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| Last reviewed on: | 11/11/2019 |
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| Next review due by: | September 2025 |
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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 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Loxwood Primary School, our values of Resilience, Curiosity, Collaboration, Creativity and Kindness, reflect our commitment as a school with high expectations of everyone. Children are provided with high quality learning opportunities so that each child can attain and achieve all that they are able to. Everyone in our school is valued, included and important. We promote an ethos of care and trust where every member of our school community feels that they truly belong. We work hard to recognise everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We provide a safe environment where we can improve children's self-esteem and confidence.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

The school has accessible access from the pavement outside the school to the main entrance with a disabled toilet on entry. Year 2, Year 6, Year 5 and the entrance into the hall are all accessible. The school underwent an accessibility audit in 2017 and recommendations from this were put into practice, making most areas in the school accessible.

| | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE TAKEN | PERSON RESPONSIBLE | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA |
|--|--|---|---|------------------------------|-----------------------------|---|
| Increase access to the curriculum for pupils with a disability | <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Ensure enhanced use of IT for those children who need technological support (chrome books, talking tins, headphones) • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils | <p>To ensure that all children have access to the curriculum.</p> <p>To include a wider representation of people with disabilities across the school.</p> | <p>To ensure that children with disabilities have the correct equipment including technology to support them when learning in school – use of chrome books etc.</p> <p>To look at signage, posters around the school to ensure they reflect people with disabilities.</p> | Sharon Mellors & Daisy Price | September 2025 | Our school environment will represent people with disabilities. |

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| Increase awareness within our school community of the disabilities that children and adults may have within our school. | <ul style="list-style-type: none"> • We hold assemblies regarding specific disabilities such as hearing impairment. • We work with specialist outside agencies to provide support such as the sensory support team or advisory teacher for the deaf. • We work closely with parents to understand their disability and to look at the best ways to support their child. • We ensure that the children have the correct equipment to access the curriculum. <p>We scaffold or adapt learning to ensure they can access the curriculum.</p> | <p>To support children with understanding specific disabilities children may have in their class and the wider community.</p> <p>To increase awareness of disabilities and that there are no barriers to achieving their dreams.</p> <p>Ensure positive role models who can support the above.</p> | <p>Comprehensive RSE curriculum that looks at a wide range of types of people including those with disabilities.</p> <p>Assemblies to support awareness.</p> <p>Visitors that can help children understand barriers and how they are overcome – eg – para-olympian visit.</p> <p>Ensure books and resources reflect the diversity of our community and the wider world.</p> | Sharon Mellors & Daisy Price | September 2025 | Our children who have disabilities will feel accepted and understood by their peers. |
| 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"> • Ramps • Corridor and door width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height | <p>To provide a ramp to enable outside access for hall, EYFS, Year 1, Year 3 and Year 5.</p> <p>To improve access to forest schools area including a more rigid pathway.</p> | <p>Buy ramps to provide easy access for those classrooms.</p> <p>To look at what sort of pavement could be put into the forest schools area to improve accessibility especially in</p> | <p>Felix Yates</p> <p>Felix Yates</p> | <p>September 2025</p> <p>September 2025</p> | <p>Classrooms will be made accessible to the outside via a portable ramp.</p> <p>The forest school area will be easily accessible.</p> |

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| Improve the delivery of information to pupils with a disability | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations such as Communication in Print and Timetables translated into Ukrainian. • We translate for our parents and children who are EAL. | <p>To improve the delivery of information to make it more accessible through:</p> <p>Braille, induction loops, larger signage</p> | <p>Audit signage</p> <p>See if there is different signage available</p> | Felix Yates | September 2025 | Accessible signage |

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing body.

It will be approved by the governing body.

5. Links with other policies

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
- SEND policy
- Supporting pupils with medical conditions policy