

Inspiring and flourishing together

Lightcliffe C of E Primary School

POLICIES & PROCEDURES

Accessibility plan

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In partnership to Educate, Nurture & Empower



Accessibility Plan

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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 a visible or Invisible disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a visible or Invisible disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information for pupils with a visible or Invisible disability

Lightcliffe CE Primary 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.

Our 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 needs.

Our 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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors at 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 having a disability 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 pupil with a visible or Invisible disability faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

2. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term 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"> Lightcliffe CE Primary School offers an adaptive curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. We work with external agencies to support pupils with physical and / or sensory impairments and those needing support. 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 ensure it meets the needs of all pupils. Access arrangements for exams allow pupils who are entitled to them to reach their full potential. 	<p>Short term</p> <ul style="list-style-type: none"> To ensure all pupils are able to access a full and varied curriculum aiming for aspirational targets in order to stretch and challenge. Regular review of support plans and timetables to ensure that access is practicable. To ensure where practically possible access is available throughout a large percentage of school. <p>Medium term:</p> <ul style="list-style-type: none"> For a greater number of pupils to have individual support to achieve their full potential. <p>Long term:</p> <p>For a higher percentage of pupils to achieve their aspirational targets at the end of KS2 before progressing secondary school.</p>	<ul style="list-style-type: none"> Termly reviews to identify pupils with accessibility issues Consideration of room locations for the coming academic year Ensure access to appropriate learning resources Ensure all children have access to extra-curricular activities. 	<p>SLT / SENDCo</p> <p>SLT / SENDCo</p> <p>SENDCo</p> <p>SLT / PE lead</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	All children, regardless of disability will be able to access the school curriculum.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ➤ Ramp ➤ Disabled toilets and changing facilities ➤ Timetabled changes e.g. lunch time ➤ Disabled parking bays ➤ School office reception at wheelchair – accessible height Room changes are made where required for pupils with mobility issues. Most of school is accessible to pupils with a visible or invisible disability and Lightcliffe CE Primary School strives to ensure that pupils with a visible or invisible disability have minimal obstacles from participating in the school day. Clear signage and posters on corridors and in classrooms. 	<u>Short term</u> <ul style="list-style-type: none"> To maintain existing access to a high standard to ensure the safety of pupils and staff. 	<ul style="list-style-type: none"> Continued monitoring and maintenance of existing provision. Any new buildings to have lift access and clearly marked signs with braille if required. 	Facilities and Estates Manager / Site team	Ongoing	The school building will be fully accessible for persons with a disability.
		<u>Medium term:</u> <ul style="list-style-type: none"> To improve access and availability in existing building. To install further ramps, hand rails etc. as budget allows. 	<ul style="list-style-type: none"> For accessibility to be considered as part of any upgrading or refurbishment of any part of the school site. 	Facilities and Estates Manager / Site team	Ongoing	
		<u>Long term:</u> <ul style="list-style-type: none"> To consider the possibility of lifts for stair access if the need arises for pupils or staff To provide access to all pupils with mobility issues to all areas of school. 	<ul style="list-style-type: none"> To assess the need for a lift in the school building. 	SLT / SENDCo Facilities and Estates Manager	Ongoing	

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils 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 ➤ Social stories ➤ One to one meetings ➤ Small group meetings ➤ Pictorial or symbolic representations ➤ Personalised support plans ➤ Pastoral support ➤ Differentiation within the classroom and adaptation of work from support staff ➤ Annual reviews for pupils with Education Health and Care Plans (EHCPs) involving parents. ➤ Transition planning and support to prepare for high school. 	<p><u>Short term:</u></p> <ul style="list-style-type: none"> • To maintain and monitor existing provision to ensure good access to relevant information for all pupils. 	<ul style="list-style-type: none"> • Update software regularly • Install new programmes for pupils – as appropriate 	SLT / SENDCo	Ongoing	All children will have access to a style of communication which directly meets their individual needs.
		<p><u>Medium term:</u></p> <ul style="list-style-type: none"> • To develop initiatives to aid accessibility to information for pupils in each year group. 	<ul style="list-style-type: none"> • Develop home-school links using Class Dojo. 	SLT	Ongoing	
		<p><u>Long term:</u></p> <ul style="list-style-type: none"> • Pupils with acute additional needs to be able to access all school information independently. 	<ul style="list-style-type: none"> • Staff and parent training to ensure full accessibility 	SLT / SENDCo	Ongoing	

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 Headteacher.

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 and Disabilities (SEND) Information Report
- Supporting pupils with medical conditions policy
- SEND policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Three upper storeys. Ground floor access to partner year group classrooms available.	Consider access to Library and IT Suite	SLT	
Corridor access	Narrow corridors	Ensure corridors are free from additional furniture / objects that would restrict access	SLT / Premises manager	
Lifts	None			
Parking bays	Two	Contact Calderdale Council to remark disabled bay on Knowle Top Drive	SLT / School Business Manager	
Entrances	Main entrance (school office) Head Teachers office entrance (Y4, Y5, Y6) Reception class entrance (YR) Corner entrance (Y1, Y3) Year 2 entrance (Y2) Lister Wing (Out of school club)	Ensure electronic door timings match to the published school day times. E.g. doors open at 8:35am and close at 8:50am.	SLT / Premises manager	
Ramps				
Toilets	Adequate staff and pupil toilets. 1 x disabled toilet and shower room	Visitors to use staff toilets Previous visitors toilet to have new signage		
Reception area	Accessible at ground level			
Internal signage	First Aid, emergency exit signage			
Emergency escape routes	Adequate signed exits			

