

Accessibility plan

Ludlow Junior School



Approved by: Trustees Date: [Date]

Last reviewed on: [Date]

Next review due by: [Date]

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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 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

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.

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. Including:

- close liaison with feeder and receiver schools
- partnership working with SAOS and other specialist teacher advisors
- advise from other professionals such as Educational Psychology

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 [include as appropriate: pupils, parents, staff and trustees 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 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 policy complies with our funding agreement and articles of association.

Action Plan:

Aim 1 To increase the extent to which pupils with disabilities can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short Term

Targets

To liaise with KS1 providers to review future intake.

To identify pupils who may have additional needs for future Intake.

To review all statutory policies to ensure that they reflect inclusive practice and procedure

To comply with the Equality Act 2010

To establish close liaison with parents

To ensure collaboration and sharing between school and families.

To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.

To ensure collaboration between all key personnel

To ensure full access to the curriculum for all

Medium Term Targets

To work closely with Specialist teacher advisors where appropriate and implement recommendations effectively.

To accurately review attainment and progress of all pupils with SEND.

Pupil progress meetings

Scrutiny of assessment system

Regular liaison with parents, including at annual review for children with EHCP and at termly PEP meetings for children who are looked after.

Provision mapping indicates provision and Pupil Passports set SMART targets and indicates progress made

Long Term Targets

To promote the full inclusion of pupils with disabilities in the classroom wider learning environment.

To take account of variety of learning styles when teaching

To evaluate and review the above short and medium term targets annually

All children making good progress.

To deliver findings to the Trustees

Trustees fully informed about SEN provision and progress

Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate):

- Wheelchair access
- Appropriate adaptations for children with visual or hearing impairments
- Appropriate adaptations as recommended for children with physical disabilities

- Giving alternatives to enable pupils with disabilities to participate successfully in lessons
- Creating positive images of different abilities within the school so that pupils grow into adults who have some understanding of the needs of all pupils.

Aim 2 : To improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Short Term Targets

Improve physical environment of school environment

The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.

Ensure visually stimulating environment for all children

Appropriate displays in classrooms and inviting play areas.

Lively and inviting environment maintained.

Ensuring all with a disability are able to be involved.

To ensure that the medical needs of all pupils are met fully within the capability of the school.

Ensuring parents with disabilities have every opportunity to be involved

- adopt a proactive approach to identifying the access requirements of parents or carers with disabilities

To ensure that parents are enabled and encouraged to take interest and be involved in their child's education.

Medium Term Targets

To improve community links

School to continue to have strong links with external partners.

Long Term Targets

Continue to develop playgrounds and facilities.

Look for funding opportunities

To ensure driveway, roads, paths around school are as safe as possible.

Improved dialogue with parents

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 governing board/committee name/governor name/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 (SEN) information report
- Supporting pupils with medical conditions policy

