



# Lowfield Primary School

## Accessibility Plan

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**Updates in blue**

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## Aims of the Accessibility Plan

This plan outlines how Lowfield Primary School 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 body 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 body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body 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 body 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 body 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 body 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 may not know whether the curriculum is accessible	Audit of the curriculum  Ensure planning makes provision for all pupils	Curriculum leads/class teacher/SENCO	ongoing	Management and teaching staff are aware of the accessibility gaps in the curriculum  Curriculum planning makes provision for all pupils	Autumn 2022
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members  Training for teachers on differentiating the curriculum  Trained specialist staff used to support	Headteacher, external advisors, SENCO	ongoing	Staff members have the skills to support pupils with SEND  Monitoring of pupil progress shows expected progress is made by all groups  Learning provides opportunities for a range of learning styles and lessons are differentiated appropriately	ongoing
Medium term	School trips may not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	ongoing	Planning of school trips takes into account pupils with SEND	Autumn 2022+ then ongoing

<p><b>Long term</b></p>	<p>Pupils with SEND cannot access lessons</p>	<p>Provide tablets and other adjustments for pupils with SEND</p>	<p>Headteacher, ICT manager, SENCO</p>	<p>ongoing</p>	<p>Pupils with SEND can access lessons</p> <p>Effective use is made of equipment / resources to enhance learning as required e.g. Hearing enhancement / large print books, splitter screens for computers etc</p>	<p>Autumn 2022/ yearly</p>
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## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	leadership may not know if the school's physical environment is accessible	Audit of physical environment	Governors, site manager, headteacher	Autumn 2021	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Autumn 2022
Medium term						
Long term	Adjustments are made to environment where required and where possible to do so	Door widths stairs	Governors, site manager, headteacher	ongoing	Accessibility barriers are considered and adjustments are made to the environment where possible	ongoing

### Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Leadership may not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, business manager	Autumn 2021	School is aware of accessibility gaps to its information delivery procedures	Autumn 2022
	School may not always be aware of how to make written information accessible	Schools seeks advice from external advisors	SENCO	ongoing	School is aware of local services for converting written information into alternative formats  Website accessible in a range of formats / languages  Provide information in clear print in newsletters etc for parents, visitors and staff	Autumn 2022/ then ongoing
<b>Medium term</b>	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats	SENCO/office staff	ongoing	Written information is fully accessible to children with visual impairments  enlarged, clear print for pupils with visual impairment, following advice from relevant support services.	Autumn 2022/ then ongoing

The school office staff and Safeguarding Liaison Officer will support and help parents to access information and to complete forms.