




Accessibility Plan

Approved by ¹	
Name:	Jennifer Walker
Position:	Headteacher
Signed:	
Date:	7 th December 2023
Review date ² :	7 th December 2027

Relevant roles held and by whom (correct at the time of publishing)	
Safeguarding/Attendance Link Governor(s):	Sarah Guest
School Attendance Officer:	Jennifer Walker

¹ Non-attendance at school is undesirable behaviour and if the Policy on attendance is separate from the Behaviour Policy, it can be approved in line with the Behaviour Policy e.g. by the Head teacher only if they so choose.

² "...barriers to attendance evolve quickly, the Policy should be reviewed and updated as necessary...(and) schools should seek the views of pupils and parents" (p11 [Working together to improve school attendance \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101111/Working_together_to_improve_school_attendance.pdf)).

This Accessibility policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. 1.

Introduction and aims

At Lowca Community School we are committed to providing an accessible environment which values and includes all stakeholders - pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and respect. It is our aim to reduce or, wherever possible, eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils, prospective pupils, staff, parents and disabled visitors.

This accessibility plan has been drawn up to cover a three-year period. The plan will be updated annually. The plan will contain actions to:

- Improve access to the physical environment of the school site. We will make reasonable adjustments to the physical environment of the school and will purchase/provide physical aids to enable stakeholders to access education.
- Increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils when to access the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to all stakeholders with disabilities. This information will be available in different formats within a reasonable time frame.
- The Action Plan for physical accessibility is related to a regular Access Audit of the School - it might not be feasible to undertake some of the work identified during the plans 3 year period - some actions may be carried over into the development of a new plan.
- The plan will be monitored by the school governors through the Wellbeing Committee and by OFSTED as part of their inspection visits.
- The school acknowledges the need for on-going awareness raising and staff training on disability discrimination.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA): "A person has 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 carry out normal day to day activities"

Disability is defined by the Equality Act 2010 if: 'you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Background

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act of 1995 to cover education. As a school and governing body we must ensure that our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not treat disabled pupils any less favourably for reasons relating to their disability.
- We make reasonable adjustments for disabled pupils, so that they are not disadvantaged.
- We will plan to increase access to education for disabled pupils.
- We will not discriminate against anyone because of a disability.
- We will promote positive attitude towards disabled pupils.
- We will try our best to remove barriers which may discourage disabled people from participating fully in all aspects of school life.

Principles

- Compliance with the legislation mentioned above is consistent with the schools aims, Equal Opportunities Policy, and the SEND (Special Educational Needs and Disabilities) Policy
- Our admissions policy does not discriminate against disabled children
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding them for a reason relating to their impairment

- When recruiting staff disabled applicants will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and will work in partnership with them, consulting with them where appropriate.
- We provide a broad, balanced, creative curriculum, which is differentiated to meet the needs of all pupils, ensuring that we overcome potential barriers to learning and assessment for individuals and groups of pupils and that all staff are fully aware of the procedures for teaching and supporting pupils with disabilities.

Gathering Information

We gather information about the needs of disabled people through:

- Pupil admission information
- Scholarpack data
- SEN reviews/Education, Health and Care Plans
- Discussions with relevant health professionals and other support agencies
- Meetings with parents

The main priorities in our school plan:

- Continue to ensure that pupils with disabilities can fully access the school curriculum and achieve their full potential.
- Improve the physical environment of the school site to increase the extent to which disabled pupils can participate in the wider life of the school, including after school clubs.
- To improve the accessibility of written information for all stakeholders e.g. letters with larger print, labels in braille etc.
- The school will continue to seek and follow advice of LA services, such as specialist teacher advisors, SEN/D inspectors/advisors and from local NHS Trusts.

Adjustments to the School Building

Entrance to the Staff Room improved for Visitors and Prospective Applicants with limited mobility.

Moveable rubber mats for Wheelchair Access to the Field, Running Track and Forest School area.

Ramp Access to the EYFS Classroom for pushchairs and wheelchair access.

Coloured lines repainted on all step edges for people / pupils with visual impairments

Parking Available for Disabled Access / Visitors

Adjustments to the Learning Environment

Improved use of ICT to support visual impairments such as auto speaking / coloured displays / enlarged font (accessibility features)

Training for Long Term support of pupils with disabilities

Training for Teaching pupils with disabilities

After school clubs and wrap around care to accommodate pupils with disabilities

Improved resources for disabilities e.g. larger manipulatives, displays with anti-glare etc.

Adjustments to Communication Methods

A range of teaching styles adapted to suit the needs of individual learners in terms of communication •

Use of ICT and in particular iPads for all KEY Stage 2 children

Visual timetables in all classrooms- a consistent approach

Informal and formal discussions with parents

Improved parent communications - telephone, email and hard copy letters / information.

Monitoring and Impact

The Governing Body will review the Accessibility Plan annually and link to the school improvement plan whenever possible. School will measure the impact of any changes or initiatives for pupils on our disability register through:

- Pupil voice
- Parental questionnaires
- Analysis of assessment data Related policies and documents

This plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND Policy
- Equality policy
- Child Protection Policy
- Intimate Care Policy
- Supporting Pupils with Medical Needs Policy