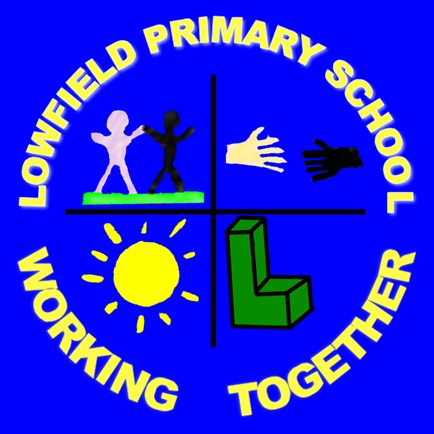
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Lowfield Primary School

Accessibility Plan

Plan written: September 2021

Last Reviewed: September 2022/2023/2024

Next reviewed: September 2025

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 2025 |
| 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 | ongoing |
| **Long term** | Pupils with SEND cannot access lessons | Provide tablets and other adjustments for pupils with SEND | Headteacher, ICT manager, SENCO | ongoing | Pupils with SEND can access lessons  Effective use is made of equipment / resources to enhance learning as required e.g. Hearing enhancement / large print books, splitter screens for computers etc | yearly |

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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 | Ongoing |
| **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** |
| **Short term** | 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 | ongoing |
| 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 | ongoing |
| **Medium term** | 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. | ongoing |

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