

# Accessibility Policy & Plan

## Low Ash Primary School



Approved by:	The Governing Body	29.1.25
Last reviewed on:	30.6.22	
Next review due by:	Spring Term 2029	
Distribution	Website	

## 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.

At Low Ash Primary School we are committed to the development of cohesive communities both within our school's physical boundaries and within our local, national and global environments. Our school embraces the aim of working together with others to improve children's educational and well-being outcomes.

The purpose of this plan is to show how Low Ash Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

Low Ash Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favorably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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.

Low Ash Primary School is a local authority school.

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 staff and Governors.

## 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.

## Contextual Information

The majority of the school building and playground is accessible for a child in a wheelchair.

The Current Range of Disabilities within Low Ash Primary School:

Social, Emotional and Mental Health  
Autistic Spectrum Disorder  
Speech and Language Communication  
Hearing Impairment  
Severe Learning Difficulties  
Physical Disabilities

We have competent First Aiders who hold current First Aid certificates- See Safeguarding - Medical Policy.

Children with specific food allergies have individual care plans and information shared with the relevant staff.



## Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> </ul>	<p>Review training for all staff in teaching children with a medical issue</p>	<p>All staff have clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them.</p>	<p>All staff have clear understanding of the needs of all children and how to ensure the curriculum is fully accessible to them</p>	<p>First aid leader.</p>	<p>Autumn term</p>	<p>Children with medical issues and associated disabilities are successfully included in all aspects of school life.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	OUTCOME	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"> <li>• Targets are set using EDUKEY effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	Training for staff in the identification of and teaching children with SEMH and other specific learning difficulties	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom	SENDCO SCIL team – Bradford	Autumn Term	Children with SEMH are successful in all aspects of school life.
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• All out-of-school and extracurricular activities are planned to ensure the participation of the whole range of pupils</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> </ul>	Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the status of school.	Whole school community aware of issues relating to Access	Headteacher	Summer Term	Society will benefit by a more inclusive school and social environment

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	OUTCOME	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"> <li>• After school clubs are accessible to ALL pupils</li> <li>• School trips are accessible to ALL pupils</li> </ul>	To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Governors have a secure understanding of inclusion and accessibility for all at Low Ash primary School	Headteacher	Ongoing	Governors well informed of the accessibility plan and inclusion at Low Ash.
Increase access to the curriculum for pupils with a disability		Access to learning/ in class provision	<p>Review SEND children's access to curriculum within class sessions.</p> <p>Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring from SENDCO.</p> <p>Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.</p>	Identify any improvements needed.	SENDCO	On-going	All pupils have equal access to a broad and balanced curriculum

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> </ul>	Audit of accessibility of school buildings and grounds by Governors.	Governor to be nominated at FGB meeting to carry out audit.	Identify Improvements needed to the physical environment of Low Ash Primary School.	Governor Headteacher Site Manager	Summer 2 term for initial audit.  On-going	
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities, shower facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Design of new entrance includes accessible height desk</li> </ul>	To be aware of the access needs of disabled children, staff, Governors and parents/carers	Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process (if / when needed)	Children's needs are met.	SENDCO	On-Going	<p>SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>Children, staff. Governors and Parents have full access to all areas of school</p>



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment		Whole School Evacuation	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>Children to have PEEP's (Personal emergency evacuation plan) if needed.</p>	<p>Children have PEEP if required.</p> <p>Staff receive the correct training to support PEEPs.</p>	SENDCO	Annually, and as new children join the school throughout the year	All physically disabled persons can be safely evacuated.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Availability of written material in alternative formats</p>	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats</p>	<p>The school will be able to provide written information in different formats when required for individual purposes</p>	<p>Admin staff</p>	<p>Ongoing</p>	<p>Delivery of information to disabled pupils improved</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	OUTCOME	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability		Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all	Admin Staff	Ongoing	Delivery of school information to parents and the local community improved

## Monitoring arrangements

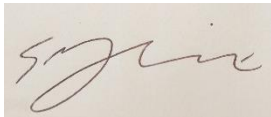
This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by Governors

It will be approved by the Governors

## Links with other policies

This accessibility plan is linked to the following policies and documents:

- 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

A rectangular box containing a handwritten signature in dark ink on a light-colored background. The signature is cursive and appears to be 'S. Jones'.

Signed: ..... Chair of Governors