



Lowick and Holy Island C. of E. First Schools

Accessibility Policy and Plan

Policy Review

This policy will be reviewed by governors annually.

It is due for review in Autumn 2025.

Role	Name
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Contents:

Statement of intent

- 1. Legal framework**
- 2. Definition**
- 3. Roles and responsibilities**
- 4. Accessibility Plan**
- 5. Equal opportunities**
- 6. Admissions**
- 7. Curriculum**
- 8. Physical environment**
- 9. Monitoring and review**

Appendices

- a) Accessibility Plan**

Statement of intent

Lowick and Holy Island CE First Schools (the “school”) are committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore work closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carers questionnaires and discussions.

This policy will be implemented at all times and adhered to by all staff members, pupils, parents/carers and visitors.

1. Legal framework

1.1. This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- 'The Equality Act 2010 and schools', DFE (2014)

1.3. This policy will be used in conjunction with the all other school policies and procedures including:

- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Encouraging Good Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Anti-Bullying Policy
- Health and Safety Policy
- School Development Plan

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- 2.2. The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The headteacher, in conjunction with the governing body or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The governing body will be responsible for monitoring the Accessibility Plan – this responsibility may be delegated to a committee of governors.
- 3.4. The governing body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- 3.6. The headteacher will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- 3.7. During a new pupil's induction at the school, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- 3.9. The headteacher, governing body and staff will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. All staff will work closely with the headteacher and governing body to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.

- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, such as understanding how to administer an epi-pen.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equalities Policy, as well as the Special Educational Needs and Disabilities Policy.
- 4.2. The Accessibility Plan is attached in Appendix A to this document.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
- To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents/carers and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date
- 4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with the LA in order to effectively develop and implement the plan.

- 4.11. An access audit will be undertaken by the governing body and SENDCo every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary in order to help the school provide adequate support to pupils with disabilities.

5. Equal opportunities

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND / medical conditions. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils. The school will make all reasonable adjustments to allow pupils with SEND and medical conditions to participate in all school activities.

6. Admissions

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. In the event of entry examinations, the school will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

- 6.4. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.5. All pupils, including those with SEND and medical conditions, will have appropriate access to all of the opportunities available to any member of the school community.
- 6.6. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.7. Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the school in order to discuss the pupil's specific needs.

7. Curriculum

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a curriculum with adaptations where needed to enable all pupils to feel secure and make progress.
- 7.4. All relevant staff will work together to adapt a pupil's SEND plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils with visual impairments, for example large print reading books.
- 7.11. Learning support assistants are deployed to implement specific programmes.

8. Physical environment

- 8.1. The school is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The governing body and headteacher will review the policy in collaboration with the staff and carry out necessary equality impact assessments when policies are reviewed.

Appendix A – Accessibility Plan (available in large print on request)

	Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation
Physical Environment	Evaluate user experience and plan any necessary action in response.	Consider how the physical environment can be used to support children with cognitive and learning difficulties and/or ASD / ADHD to access learning and navigate the school day with reduced anxiety.	From Sept 2023 ongoing Review 2024	Display resources, paper, materials, fidgets, chewies and ear defenders	HT Class teachers	SEND Governor
	Improved staff awareness of responsibilities regarding accessibility.	Visual timetables displayed and referred to, noise reduction in the classroom including ear defenders. Quiet zones and mindfulness areas established. Staff training on cognitive load theory. Targeted staff training around Elklan resources on non-verbal supports such as time lines. Stem sentences displayed. Use of Now / Next and sticker charts to support change and transitions.	Ongoing from Sept 2023 Reviewed 2024	CPD time and resources	HT	SEND governor

	Priority	Action(s) to be taken	Timescales	Resources	Responsibility	Monitoring and evaluation
Curriculum	Continue to refine the school's assessment system to capture a more precise picture of the attainment and progress of SEND pupils working below the expected level / below key stage.	HT / staff to evaluate assessment systems and select appropriate model which captures small steps of progress and gives staff a clear picture of the Use of bespoke SEND curriculum and assessment for high needs SEND children.	Autumn 2024 ongoing	Review of possible assessment resources, system and training Membership of Equals and access to MAPP materials	HT / assistant SENDCo	SEND Governor
	Ensure that the curriculum model is enabling SEND pupils to make the best progress they are capable of in all subjects.	Use of bespoke SEND curriculum and assessment for high needs SEND children. Precisely monitoring activities on evaluating impact of teaching /curriculum on SEND pupils' progress.	Autumn 2024 ongoing	Membership of Equals and access to MAPP materials	HT / assistant SENDCo	SEND Governor
Accessibility of Information	Ensure that all stakeholders can access written information provided by school	Specify on the school website that large type formats of any school produced documentation can be made available. School can provide help with reading any documentation. Consider wording of school communication to make it more accessible for parents/carers with learning difficulties around literacy / EAL.	Autumn 23 ongoing		HT Office Staff	SEND Governor