

LITTLEBOURNE CE PRIMARY SCHOOL



Accessibility Plan

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1. 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 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

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.

Our Vision Statement

At Littlebourne, we foster a nurturing, inclusive school community. Following the example of Jesus, we act with compassion, to look outwards to serve our neighbour. We empower all to be lifelong, respectful learners who flourish under God's guidance. Through our aspirational creative curriculum, we grow and thrive together.

Here at Littlebourne Primary School, we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

1. have significantly greater difficulty in learning than the majority of children of the same age; or
2. have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

3. are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). These can both be found on our school website.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

The plan will be made available online on the school website, and paper copies are also available upon request.

The school supports any available partnerships to develop and implement the plan.

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.

Our complaints policy can be found on our website.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and governors of the school.

2. 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.

3. Action plan

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

AIM	CURRENT STRATEGIES AVAILABLE DEPENDING ON THE NEED OF THE INDIVIDUAL CHILD	TIMESCALE	PERSON RESPONSIBLE	WHAT WILL SUCCESS LOOK LIKE?
Improving the curriculum access				
<p>Increase the understanding and use of Quality First Teaching approaches to support all pupils</p>	<ul style="list-style-type: none"> • Ensure all staff have been trained in the use of the mainstream core standards • Review and monitor children with SEN/D and their access to the curriculum • Ongoing monitoring from SLT and class teachers • 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/or adaptations. • Monitoring to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where required • Robust transition processes and supports are in place for all pupils 	<p>On-going</p>	<p>Class Teacher SLT</p>	<p>All pupils have equal access to a broad and balanced curriculum All pupils feel safe and secure at school All pupils are actively engaged and involved in their learning All pupils are able to access all elements of the school day All staff are confident to adapt lesson content and daily provision All pupils can confidently transition across the school</p>
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers an adaptive curriculum for all pupils who require it • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • The curriculum is reviewed to make sure it meets the needs of pupils with SEN/D 	<p>On-going</p>	<p>Class Teachers Support Staff SLT</p>	<p>All pupils have equal access to a broad and balanced curriculum All pupils feel safe and secure at school All pupils are actively engaged and involved in their learning All pupils are able to access all elements of the school day All staff are confident to adapt lesson content and daily provision</p>

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Improving the curriculum access				
All pupils will receive appropriate support to allow access to test situations where appropriate	<ul style="list-style-type: none"> • Pupil Progress meetings will identify children that meet set criteria for additional access requirements • Class teachers will gather evidence to inform the application process 	Ongoing and where required	Class Teacher SLT	<p>All pupils are able to access test materials where adaptations are able to be made</p> <p>Timetable adjustments are made accordingly to allow children to be supported where needed.</p>
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> • Risk assessments ensure that all children, including children with additional needs can access school trips • Venues and means off transport are vetted for suitability and included within risk assessments • Staff are fully briefed with regards to children with SEND • Visual timetables and plans are used to support children with SEND 	When needed	Class Teacher Support Staff SLT	<p>All pupils are able to access all school trips</p> <p>All pupils are able to take part in all activities regardless of their need</p>
Increase access for children with SEN/D to ensure they are able to take part in whole school events, unstructured times and after school activities	<ul style="list-style-type: none"> • Ensure whole school events can be adapted to include all children, especially those with SEN/D when planning • Ensure whole school events are adapted to include all children, especially those with SEN/D • Involvement of all staff who run after school clubs in increasing access and adaptations where required. Ongoing support to implement this is available 	When needed throughout the academic year	Class Teacher Support Staff SLT	<p>All pupils are able to access all school activities regardless to their needs or barriers</p> <p>All pupils are able to take part in all activities regardless of their needs or barriers</p>
Ensure all staff receive sufficient training on a range of disabilities and needs	<ul style="list-style-type: none"> • Ensure training is identified and planned for throughout the year • Ensure all staff have access to training material to support CPD 	On-going	Class Teacher Support Staff SLT	<p>All staff have raised confidence in supporting pupils with additional needs</p> <p>All staff are confident to identify where additional training needs to take place.</p>

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Improving the curriculum access				
Ensure the village church is accessible for school events	<ul style="list-style-type: none"> • Staff are up-to-date with the use of the church • Staff are aware of any potential changes/uses which could impact upon the ability for children to access the church. 	On-going	Class Teacher Support Staff SLT	All children and adults are able to access events held in the village church
Communication with Parents/Carers	<ul style="list-style-type: none"> • Ensure parents have access to our SEN/D provision/SEN/D school offer currently on the school website. • Encourage parents to meet and contact the SENCO where required • Parents have opportunities to meet with the SENCO to access further support and advice. • Ensure that the school annual SEN/D report is accessible for parents/carers. 	On-going	Class Teacher Support Staff SLT	Home/school communication is effective and purposeful Parents/Carers confidently contact staff members for support and advice.
Pupils Voice	<ul style="list-style-type: none"> • Children are given opportunities to share their concerns, their views and their ideas throughout the year 	Adaptations are made as needed and reviewed with the Class Teacher	Class Teacher Support Staff SLT	Children are confident to talk about their needs Children are confident to identify what they need in order to support success Children know their voice will be heard and acted upon
Improving the physical access				
To be aware of the access needs of disabled children, staff, governors and parents/ carers	<ul style="list-style-type: none"> • Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') • Create access plans for individual disabled children as part of the SEN/D process where required • Ensure parents/carers, staff and governors can access areas of school used for meetings • Ensure staff and governors are reminded to report any access difficulties to SLT 	On-going	Class Teacher Support Staff SLT	All members of staff are aware of access needs across the school where required All members of the school community can access areas of the school grounds when required

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Improving the curriculum access				
	<ul style="list-style-type: none"> • Annual reminder to parents/carers through newsletters to let staff know if they have difficulties with access to different areas of school • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if required by someone at school (pupil or adult) due to physical impairment • Signs around school to support access of all members of the school community 			<p>Access plans are in place when required for individual children with SEN/D</p> <p>All members of the school community have an awareness of their responsibility to identify and highlight any difficulties in access</p> <p>Supports around the school are implemented and maintained to support access</p> <p>Visual supports around the school support access</p> <p>PEEPs are in place where required for adults and pupils</p>
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> • Ensure all staff are aware of the need for keeping fire exits clear. • Ensure fire safety checks are carried out and consider use for people with a disability • Ensure visual health and safety checks take place around the school to ensure potential barriers are identified 	On going	All Staff KCC	<p>All individuals have safe exit points from the school</p> <p>All staff are able to identify potential barriers and risks</p>
Maintain safety for visually impaired individuals	<ul style="list-style-type: none"> • Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges • Check exterior and interior lightning is working on a regular basis 	Annually and as new children/adults join the school with a need	All Staff	<p>Visually impaired people feel safe in and around the school ground</p> <p>Visually impaired people are able to use the school with more independence.</p>

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Improving the curriculum access				
	<ul style="list-style-type: none"> • Use black and yellow hazard tape on poles and/or areas where there is an identified need to support those visually impaired • Check flashing beacons that signal fire alarm activation regularly 			
Whole School Evacuation	<ul style="list-style-type: none"> • Ensure all children with SEN/D can be safely evacuated from building in the event of an emergency • Ensure all staff are aware of their responsibilities and can confidently react to different situations • Children have PEEP's where required. 	Annually, and as new children join the school throughout the year	All staff	<p>All individuals can safely evacuate the building.</p> <p>All staff are aware of their responsibilities in whole school evacuation and are confident to react in different situations</p> <p>PEEPs are in place where required for adults and pupils</p>
Improve and maintain access to the physical environment	<p>The environment could be adapted, where possible, to support the needs of pupils as required. This could include:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	As needed	KCC	<p>Children with physical disabilities are able to access the school environment</p> <p>Children with physical disabilities are able to access the outside school grounds.</p>
Accessible car parking	<ul style="list-style-type: none"> • Staff, parents/carers, governors and visitors with disabilities have an allocated disabled parking bay to park in the staff car park • The gate into the playground can be opened to allow people with mobility difficulties/ wheel chairs to access the main school building 	On going	SLT	There is a place for disabled members of staff and visitors to park throughout the school day

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Improving the curriculum access				
Alternative information sources are available where needed	<ul style="list-style-type: none"> • Communication is offered in a variety of means • Large print information leaflets can be provided • Face to face communication can be provided 	Annually and as new children/adults join the school with a need	SLT Class Teachers Support Staff	All parents/carers can access relevant information

4. 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 the Senior Leadership Team.

It will be approved by the full governing body.