

Loughborough Primary School

Accessibility Plan

2024- 2027

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Headteacher

Katie Freemantle
Chair of Governors

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Accessibility Plan has been drawn up based upon information supplied by the school and The Charter Schools Educational Trust. The information supplied is taken from the activities and documents within the school that

are completed through the school's usual work e.g. parent surveys, pupil surveys, staff meetings and staff surveys, Governor visits etc.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three-year period ahead of the next review date. This plan was drafted in September 2024 and reflects the statutory requirements, taking into account requirements from the documents listed below.

- Equality Objectives
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- School Development Plan

2. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. *Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

5. The Accessibility Plan for physical accessibility relates to the Disability Discrimination Act standards risk assessment, which remains the responsibility of the governing body and is reviewed annually alongside the accessibility plan. . An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored through the local governing body

8. The school will work in partnership with the Charter School's Educational Trust and the local authority (where appropriate), in developing and implementing this Accessibility Plan.

9. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Disability Discrimination Act (DDA) 1995 applied to employment and 'goods and services' but not education. The DDA was amended by SEN and Disability Act 2001, to include Education. It specifies that schools must not treat children less favourably for a reason associated with their disability and must take reasonable steps to avoid putting them at a disadvantage.

Schools must also plan, over time, to increase access to all areas of school life for children with disabilities.

Schools are required to produce an Accessibility Plan for:

- Increasing the extent to which disabled children can participate in the curriculum – this is whole School level, not just teaching and learning but after-hours clubs, sporting activities and school visits
 - Improving the physical environment to increase the extent to which disabled children can take advantage of education and associated services
 - Improving the delivery of information to disabled children which is provided to children who are not disabled - considering views of children and parents

There are two parts to the disability provisions in the legislation. The 'discrimination' part requires schools to take reasonable steps to prevent a child with a disability being at a disadvantage. These are day-to-day adjustments that must be taken now and schools must ensure that no member of staff discriminates against a student with a disability. The nature of reasonable adjustments is likely to be found in good practice. The second part, the planning, looks to improve access over time.

2 DEFINITIONS OF DISABILITY

The definition of disability under the Act is:

'A physical or mental impairment that has a substantial, long-term, adverse effect on day-to-day activities.' 'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and some behavioural difficulties if, for example, they arise from recognised mental health difficulties, such as ADHD. Some but not all, of the children will have special education needs.

The aims of the Act and its Code of Practice are to encourage Inclusion. This requires us to think of the barriers each area of disability may cause the individual and to take steps to remove these, or reduce their impact.

The Act sets out areas of everyday activities that people with disabilities may have difficulties with. Our Plan will consider improving access for all these areas over time.

These are:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing, eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3 ARRANGEMENTS BEING PUT IN PLACE TO IMPROVE DISABLED ACCESS Wheelchair users:

- Teaching Assistants (TAs) will support mobility needs directly around school
- Lap trays will be provided for children unable to use desk
- Lift access to each floor
- Ramp access, exterior to building, also gives access to each floor
- The School has good wheelchair access throughout the building.

Hearing Impaired children:

- SALT team teaching with teachers to consolidate language learning in the classroom Specific & other Language and Learning Difficulties:
- Specialist software installed on School network to support student's learning.
- In-class support from TAs
- Specific support as identified on individual personal support plans (PSPs)
- Support from speech and language specialist KS1 and KS2 assessments:

The Principal and SENDCO will assess the needs of pupils for access arrangements in line with the statutory guidelines and these arrangements will be discussed with the parents.

4 HOW DOES THE ACCESSIBILITY PLAN FIT WITH OUR OTHER PLANS?

The accessibility plan is an integral part of School development. It will be a separate plan that is included in many aspects of most School policies and plans, for example the School Improvement Plan, the Asset Management Plans, Training Plans and Personal Education Plans etc.

‘How might our plans impact on children with disabilities so we can prevent discrimination?’

The Plan will be continually reviewed and evaluated the plan revised in the light of that evaluation. To support this process the School will:

- Carry out an audit to identify what is in place and where the gaps are;
- Identify some actions to be taken and write/update the School accessibility plan;
- Set some targets for improvement;
- Consult staff, parents/carers and children;
- Publicise the improvements being made;
- Implement actions and evaluate the impact on accessibility, Aids and equipment

The School is not obliged to provide aids for individual children under its duties to make reasonable adjustments for that child. These are intended to come through the SEN framework either through an Education Health Care Plan (EHCP) or a child's Personal Education Plan. Accessibility Plans will include consideration of equipment to increase access to all aspects of School

Current context 2025-2026 (year 2 of the plan)

Pupils requiring wheelchair access – none

Pupils requiring sensory access – (e.g. hearing impairment) 3 pupils with hearing impairment, 1 pupil with visual impairment

Pupils requiring specific support to self regulate – 20 pupils approximately

In the community there are no current parents/carers that require specific accessibility arrangements to come on site although a large part of our community have English as an additional language

There are no staff that require accessibility arrangements

Loughborough Primary School Accessibility Plan September 2024– July 2028 Developing the Curriculum

TARGET	STRATEGY	TIMEFRAME	OUTCOME	COST £
Teachers will adapt their practice for all learners to ensure progress in reading, writing and maths	Training on adaptive teaching and SEND 5 a day (EEF) for teachers and support staff. Speech and Language training for all staff and interventions for targeted pupils Teachers have training on how to use the devices and support pupils in the classroom Working closely with external services to support key pupils with specific impairments	Annual review	Pupils with SEND make good progress from starting points Intervention programmes for pupils have good impact on pupil outcomes	SENDCO post SALT training (SLA) Hearing impairment service - SLA

Loughborough Primary Accessibility Plan Sept 2024 – July 2027 Improving the Physical Environment				
TARGET	STRATEGY	TIMEFRAME	OUTCOME	COST £
To ensure all children and visitors have access to the facilities in school.	<p>Estates team to renew the front area of the school</p> <p>Gates for egress and ingress to change for pick up and drop off – wider gates at one place</p> <p>Lower the hatch for the office</p> <p>Clear all corridors</p> <p>Meetings/learning to take place on the ground floor (lift available to 1st floor)</p> <p>All classrooms are on the ground floor</p>	<p>As soon as possible</p> <p>Annual review</p>	Public access through the building is improved staff & pupils are safe	Tbc. Cost of developing and improving public spaces.
Ensure the learning environment support pupils with sensory needs e.g. visual impairment, autism or epilepsy and those with sensory needs	<p>Refresh learning environment so it is clear and low stimulus</p> <p>Classroom learning environments avoid sensory overload</p> <p>Staff training round visual aids to support independence in learning</p> <p>Staff training around SEND 5 a day around scaffolds and timetables for pupils with sensory and processing difficulties</p>	Annual review	<p>staff & pupils are safe and calm</p> <p>Improved well-being and accessibility to classroom and mindset for learning</p> <p>Pupils make good progress</p> <p>Pupils demonstrate calm learning behaviours</p>	<p>Training time</p> <p>Cost of specialist trainers</p> <p>Budget for redecoration</p>

Loughborough Primary Accessibility Plan Sept 2024 – July 2027 Improving Communication				
TARGET	STRATEGY	TIMEFRAME	OUTCOME	COST £
To improve methods of communication	Ensure school is compliant with publishing required information on website	Annual review	School is compliant with website publishing	Publishing materials in community languages & website provider/maintenance costs.
To improve accessibility of communication	Publish main school documents/surveys in community languages		Range of school documents are available to parents/carers in many different formats (As requested)	

	<p>Written material including reporting arrangements are made available in alternative formats including digital & languages reflective of the school community</p> <p>Availability of support to complete surveys and understand and complete core processes like admissions applications</p> <p>Ensure parents have access to translation services e.g. when communicating with school</p> <p>Use of online translation tools for transcription of key meetings with parents</p> <p>Ensure that all home languages that are spoken are reflected on SIMS accurately – more robust induction</p>			
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7

Audience	All Staff, Governors, Parents, Trust
Date for renewal/updates/review	Annually (next November 2026)
Named person responsible for monitoring	Governors & Headteacher
Ratified by Governors	

8