



# St Laurence's CE Primary School

## Accessibility Plan

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Date: December 2021

Review: December 2024

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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 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.

St. Laurence’s CE Primary School is 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.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.

This Accessibility Plan will take into consideration all types of disabilities and impairments, including, but not limited to the following:

- Ambulatory disabilities – this includes pupils who use wheelchairs or mobility aids.
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- Visual disabilities – this includes those with visual impairments or sensitivities.
- Auditory disabilities – this includes those with hearing impairments or sensitivities.
- Comprehension – this includes those with hidden disabilities, such as Autism and Dyslexia.

## 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 2014](#), ‘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	STRATEGY	ACTIONS TO BE TAKEN	RESPONSIBLE PERSON	COMPLETION DATE
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils with suitable alternatives offered.	Pupils needs assessed on admission to school by using admissions forms and follow up meetings with parents / pupil if required.	Headteacher / SENCo / Office	Ongoing
	Training provided for teachers on differentiating the curriculum for disabled pupils.	Once classes allocated, class teacher to be provided any relevant training to support pupils fully.	Headteacher / SLT / Class teacher	In line with current needs
	Individual Education Health Care Plans reviewed regularly.	Regular meetings held with parents and outside agencies to accommodate needs and update any required amendments.	SENCo / Class teacher	In line with current needs
	We use appropriate assessments in line with a child's development to assist in planning learning opportunities for children and also in assessing progress in different subjects.	Levels monitored annually. Results used to adapt an applicable curriculum.	Headteacher / SENCo	Ongoing
	Targets are set effectively and are appropriate for pupils with additional needs.	Termly learning support meetings take place to review pupils needs.	SENCo	Ongoing

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum – following expert advice.</p> <p>We ensure all school visits are accessible for all pupils.</p> <p>Ensure PE activities are accessible to all pupils.</p> <p>Staff trained to meet the individual medical needs of pupils.</p>	<p>Termly learning support meetings take place to review pupils needs.</p> <p>Use external experts to advise on how to best support pupils as well as appropriate resources e.g. weighted blanket, ear defenders.</p> <p>Visit leader / Class teacher to conduct a pre visit on all visits to access suitability. Adaptations made if required.</p> <p>Sports Coach to seek outside expert advice.</p> <p>Epi Pen training and Diabetes training for applicable staff.</p>	<p>SENCo</p> <p>Visit leader / Class teacher</p> <p>Sports Coach / SENCo</p> <p>Academy Business Manager / SENCo</p>	<p>In line with pupil needs</p> <p>In line with pupil needs</p> <p>In line with pupil needs</p> <p>Ongoing</p>
<p>Improve and maintain access to the physical environment</p>	<p>Any planned new buildings or amendments to current buildings to take into account access requirements.</p> <p>Review school current accessibility provision.</p>	<p>Plans to reflect required adaptations.</p> <p>Work with outside agencies to ensure access arrangements suit the needs of the school</p>	<p>Headteacher / Academy Business Manager</p> <p>Academy Business Manager / SENCo</p>	<p>In line with building requirements</p> <p>Review ongoing</p>

	<p>To ensure school is aware of all access needs of parents, including EAL.</p> <p>Make the school accessible for parents with needs including visual or hearing impaired, and EAL parents.</p> <p>Ensure pupil / staff safety in the event of an emergency.</p>	<p>Use Admissions forms and Admissions meetings to determine any access needs, both physical and supporting other languages. Utilise available disabled parking bays and toilets. School is on one level with ramps available for access into the building. Ensure pathways are clear and safe to use. Seek outside support for hearing impaired parents, ensure visual aids are available. Ensure visual displays are bright, bold and colourful around the building.</p> <p>All additional needs pupils and staff will have a Personal Emergency Evacuation Plan created where required to ensure their safe evacuation from the building. This will be created in conjunction with the Academy Business Manager, Class Teacher and SENDCo.</p>	<p>Office / Academy Business Manager / Class Teacher</p> <p>Academy Business Manager / Site Officer / Class Teacher / SENDCo</p> <p>Academy Business Manager / Class Teacher / SENDCo</p>	<p>In line with parent / carer requirements</p> <p>Ongoing</p> <p>Ongoing</p>
Improve the delivery of information to pupils and	Understand the needs of pupils and ensure	Information will be made available to suit pupils needs.	Class teacher / SENDCo	In line with pupil requirements

parents with additional needs	<p>information is available if varying formats:</p> <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul> <p>Make school information accessible for parents with needs including visual or hearing impaired, and EAL parents.</p>	<p>Utilise available translators and translating systems to support EAL families. Offer information in other languages when requested. Seek outside support for parents with hearing impairments, use visual aids where possible. Ensure visual information is bright, bold and colourful around the building.</p>	Academy Business Manager / Office	Ongoing
	<p>Ensure signage around school is easy to read and understand.</p>	<p>Allow all pupils to navigate around school taking into account varying needs.</p>	Academy Business Manager / Office	Ongoing
	<p>Ensure information is passed on to relevant people</p>	<p>Consistency in provision of support to additional needs pupils by:</p> <ul style="list-style-type: none"> <li>• Having handover meetings to cover teachers.</li> <li>• End of year meetings to inform new class teachers of needs and care plans in place.</li> <li>• Regular review meetings.</li> </ul>	SENCo / Class teachers / Family Welfare Officer	In line with pupil requirements

		<ul style="list-style-type: none"><li>• Updated medical forms kept on file.</li><li>• Educational Health Care plans kept in school and referred to when required.</li></ul>		
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## 4. Monitoring & Review

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

## 5. Links with other Policies

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

- Child Protection & Safeguarding Policy
- Attendance & Exceptional Leave Policy
- Admissions Policy
- Health and Safety Policy
- Equality Statement
- Intimate Care Policy
- SEND Policy
- Medication Policy & Management Procedure