



Accessibility Plan 2024-27 (STATUTORY)

<p>Other Information:</p>	
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Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Ladybridge Primary School the Plan will be monitored by the Headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Ladybridge Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally. We aim to provide a caring and stimulating environment for all children in our care, whatever their learning, cultural, physical or emotional needs may be, so that we can develop the skills and values to prepare them for life. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. We will actively seek out role models demonstrating that pupils with disability are prepared well for life and successful careers.

The Ladybridge Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Ladybridge 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.

Ladybridge Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and

timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities, examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Ladybridge Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- School Behaviour Policy
- Curriculum Policy
- Critical Incident Plan
- Equality Information and Objectives Statement
- Health & Safety Policy
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Premises Management Plan
- Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Finance and Premises Committee on an annual basis.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

Aims and Objectives

Our Aims are:

- Increase the extent to which pupils with a disability access the curriculum
- Improve and maintain access to the physical environment
- Improve the availability to accessible information to disabled pupils

At Ladybridge we all respect each other and take responsibility for the care, happiness and safety of each other. We all love learning and we strive to achieve excellence, knowing that we are all different yet all equally important. We do our best to make sure everyone is feeling happy and take action when someone is not. We are all special and unique, and deserve to give and receive the very best from our school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of data collection forms sent home to parents on an annual basis. The school endeavours to make all aspects of the curriculum accessible to all pupils but where this is not appropriate alternatives are made available. Staff participate in specialised training e.g. ASD, dyslexia awareness etc. to develop an understanding and knowledge to assist in planning activities.

We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- An adapted curriculum
- The use of P levels 1-4, the Engagement model or pre key stage standards to assist in developing learning opportunities for children and also in assessing progress
- A range of support staff including trained/experienced (SEND) teaching assistants
- Multimedia activities to support most curriculum areas
- Use of interactive ICT equipment
- Specific equipment sourced from occupational therapy e.g. writing slopes, grip pencils
- Close liaison with outside agencies
- Close liaison with parents

Risk assessments are made for individuals with medical needs and Personal Emergency Evacuation Plans (PEEP). These are shared with relevant staff members.

Physical Environment

Internally, the school is all on one level. Accessible toilets are provided for adults and children. Pupils with disability have access to all relevant areas in school. School trips and visitors are planned to be accessible for all. Risk assessments take into account the needs of highlighted individuals and are reviewed as appropriate.

Curriculum

There are areas of the curriculum to which pupils with disabilities may have limited or no access. Some areas of the curriculum present particular challenges e.g. PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues which may affect the participation of pupils with disabilities, might include: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all pupils with disabilities to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for pupils, parents and staff with disabilities e.g. dictation aid, radio microphone, enlarged texts . There is internal signage showing emergency access routes and room locations. Where the school is aware of language barriers, interpreters will be used in meetings as appropriate. The school website allows access for all and includes newsletters and other information e.g. policies. There is an option on the website for it to be translated into different languages.

Access Audit

On-site car parking for staff and visitors includes two dedicated disabled parking bays, which are clearly marked at floor level and at eye level. Main footpaths into school are all on one level.

The school is a single storey building. The main entrance is easily accessible having a power assisted door. All entrances to the school are either flat or ramped. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. All entrances to the school are either flat or ramped and all have wide doors fitted. The internal flooring is smooth with no steps. There are accessible toilet facilities available, one in the Studio entrance and one outside the Hall. All these are fitted with a handrail and a pull emergency cord.

On entry to school all parents fill in a data collection form highlighting any medical issues and physical limitations. School accommodates the needs of pupils and staff using a variety of procedures such as individual provision maps, risk assessments and health care plans, these are written to identify measures to be put into place to support individuals and avoid potential risks. This includes addressing problems such as allergies, severe asthma, diabetes and other medical conditions.

Regular parents meetings are held throughout the year at which time any issues regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or issues that arise regarding their child.

The school has internal emergency signage and escape routes are clearly marked.

Many classes have extra support according to the needs of the cohort. We currently have a range of pupils on roll who are only able to function in mainstream school with support from assistants. These include moderate learning difficulties (MLD), complex needs and children with physical difficulties such as visual impairment.

A number of pupils throughout school receive speech and language intervention in school.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

Accessibility Action Plan

Aim 1 To increase the extent to which pupils with disabilities can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for each September	To identify pupils who may need additional to or different from provision for September Intake	Ongoing	HT EYFS teacher	Procedures/equipment/ ideas set in place by Sept each year
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT Governors SLT	All policies clearly reflect inclusive practice and procedure
To maintain close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All teachers All support staff	Clear collaborative working approach
To maintain close liaison with outside agencies for pupils with ongoing health needs e.g. children with asthma diabetes, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children	CPD for staff An adapted curriculum with alternatives offered. The use of P levels 1-4, the Engagement Model and pre-key stage standards to assist in developing learning opportunities for children and also in assessing progress. A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas Use of interactive ICT equipment Specific equipment sourced from occupational	Ongoing	HT Governors Teachers Support staff SENCO Ladywood Educational psychologist	Advice taken and evidence in classroom practice

	therapy			
To track progress and attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents SEND Governor to 'check and challenge'	Termly	Class teachers SENCO SEND Gov	Progress made towards targets SEN pupils making proportionate progress
To promote the involvement of pupils with disabilities in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> – Wheelchair access – Screen magnifier software for the visually impaired – Features such as sticky keys and filter keys to aid disabled users in using a keyboard – Wellcomm speech and language training for relevant staff – Giving alternatives to enable pupils with disabilities to participate successfully in lessons – Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. – Assemblies with specific 'disability' focus – Visitors/speakers with disabilities 	Ongoing	Whole school approach	Ensuring that disabled pupils, parents and staff are represented within the school.

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT SBM	Enabling needs to be met where possible. Clear movement round school
Ensure environment is adapted and accessible for all children	Research and implement appropriate adaptations	Ongoing	Teaching and support staff	Pupils have equal access
Ensuring everyone with a disability is able to participate.	Create access plans for individual disabled children as part of provision map process Undertake risk assessments	Ongoing	Teaching and support staff	Enabling needs to be met where possible
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters as appropriate	Ongoing	Relevant staff	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To improve community links	School to continue to have strong links with schools in Bolton Authority and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities/the wider community of Bolton and the world and their needs Improved community cohesion
Continue to develop playgrounds and outdoor learning facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Regular communication with pupils (assemblies	Ongoing	PSHE Co-ordinator SMT	No accidents

	and PHSE curriculum) regarding keeping and being safe Bikeability for Year 6 children			
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Aim 3: To improve the delivery of information to pupils and parents with disabilities.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To enable improved access to written information for pupils, parents and visitors	Utilise symbol software to support learners with communication difficulties. Adapt font size and page layouts to support pupils with visual impairments, Irlen syndrome /dyslexia Regular reviews of the school library to ensure the availability of large font and easy read texts to improve access. Auditing signage around the school to ensure that is accessible to all.	Ongoing	SENDCo	Information accessible to all parents and pupils as appropriate to their needs
To review children's records ensuring school's awareness of any disabilities	Information collected about new children Records passed up to each class teacher End of year class teacher meetings Annual reviews Parent & Staff meetings Data forms updated annually for all children Personal health plans	Annually	Teachers TA's Outside agencies SENDCo Office Staff	Each teacher/staff member aware of disabilities of children in their classes