



Little Lever School

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ACCESSIBILITY PLAN

2024 - 2027

Author:	SENCO
Date approved:	December 2024
Approved by:	Committee of trustees
Date of review:	December 2027

Version Control

Current version	Previous version	Summary of changes made
13/12/2024	May 2021	Updated policy

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.

Little Lever School has a very clear vision 'To help **every child** achieve things they never thought they could'. We put students first and will ignite a desire to succeed in every person no matter who they are or where they come from. We will transform every child's life and raise their aspirations. We will build self worth and confidence for the children in our care so they can stand as equals among any social circle and are ready to take their place in the world. We will be relentless in meeting students' needs, ensuring no child is held back and no child is left behind.

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

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

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.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and agencies which work closely with 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 GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability to ensure all pupils have access to all areas of the curriculum.</p>	<p>Our school offers a differentiated curriculum for all pupils 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 and adapted to ensure it meets the needs of all pupils</p>	<p>To ensure that all provision plans and PEEPs are up-to-date for all students with a disability.</p>	<p>Audit PEEPs and cross reference with provision maps.</p>	<p>SENCO</p>	<p>January 2024 (termly updates)</p>	<p>All PEEPs for students in a folder and QA.</p>
		<p>To ensure all needs are being met within ALL classrooms.</p>	<p>Learning Walks Book Scrutiny</p>	<p>SENCO/ Middle Leaders</p>	<p>September 2024 (termly updates)</p>	<p>Walkabout Tracker</p>
		<p>To provide timely and appropriate interventions to support students – physically or cognitively</p>	<p>Data tracking document to be scrutinised</p>	<p>SENCO</p>	<p>Ongoing - Termly</p>	<p>Provision Trackers</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> ● Coloured exercise books / presentations and resources for those with IRLLEN or Visual Stress. ● Hearing loop and microphones for staff to support those with severe hearing impairments. ● Support staff to communicate with appropriate vocabulary and to scribe / read / speak on behalf of those who may struggle (when required) 	<p>To have more staff within school trained in the communication chain and ELKLAN trained.</p> <p>To provide CPD for teachers with regard to vocabulary enrichment.</p>	<p>CPD training audit from TAs.</p> <p>Look at training offered from providers within LA through the local offer.</p> <p>CPD as part of Collaborative or longer Training sessions.</p>	<p>SENCO</p> <p>SENCO / Pastoral Panel</p> <p>SENCO</p>	<p>Annually</p> <p>Termly</p> <p>Summer Term 2025</p>	<p>All TAs complete some appropriate training.</p> <p>All teachers will have vocabulary training and this is evident in lessons.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> ● Ramps onto yards Ramps are in place at doorways to enable pupils with physical disabilities and wheelchair users' access to all areas of the school, this includes all teaching, communal and recreational spaces. ● Lifts A lift is in place that gives access to the first-floor teaching areas for all pupils. ● Disabled parking bays There are 6 disabled parking bays on site, additionally we have a designated disabled drop off point located adjacent to the SEND block. ● Disabled toilets Disabled toilet facilities are located in the following locations: <ul style="list-style-type: none"> ○ SEND Department ○ PE Department ○ Main school building: ○ This facility has a full range of equipment to aid users, including a specialist hoist and wet bed. ● Library shelves at wheelchair-accessible height. The library includes shelving at a height accessible to wheelchair users. 	<p>Ramps - although ramps are in place at key locations to offer access to different parts of the site, additional ramps at doorways to the food technology building and the rear yard would be beneficial. Ramp onto the top yard is slightly steep.</p>	<p>Ramps installed at the rear entrance to the food technology block, main doorway near triage, and the exit from the math's department to the rear yard.</p>	<p>Gill McFadden Patrick Donnelly</p>	<p>September 2025</p>	<p>Safe installation of ramps to areas concerned.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Trust board.

5. Links with other policies

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

Risk assessment

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy