



Accessibility Policy

2022

Introduction

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. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas outlined by the Equality Act 2010. These are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.

Vision

Lowerplace School is an educationally inclusive school where the teaching and learning, achievements, attitudes and well-being of every pupil matters. Our aim is to include all pupils and we strive to meet their needs in a range of positive and proactive ways.

We believe that inclusion is a process through which we are developing our policies and practices in order to provide meaningful participation and achievements for all our pupils. School staff all strive to identify and eliminate barriers to learning whenever possible and promote equality of opportunity throughout the school.

The school has worked to a more inclusive curriculum by:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming whole school and subject-specific barriers to learning
- Developing strong links with outside agencies
- Welcoming parents and being proactive in addressing their children's needs
- Offering a wide range of training for our staff

The Accessibility Plan is structured to complement and support the School Development Plan and other policies covered by the Equality Act 2010 e.g. Inclusion and SEN Policy, HIRB Policy and Equal Opportunity Policy and will be published on the school website. The Plan will be monitored frequently by the Senior Leadership Team and the Local Authority.

Lowerplace 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 continuing a culture of inclusion, support and awareness within the school.

Any complaints regarding points covered in the plan will be dealt with as per the school's Complaints Policy, which is published on our website.

Review

This policy is reviewed every five years or earlier if there are changes in legislation or the school buildings/infrastructure.

Aims	Good Practice in School	Actions	Person responsible	Timescale
Increase access to the curriculum for pupils with disability	Differentiation across all curriculum areas, provided in various ways. Identified in plans and evident in classes.	Through team planning and TAPs Meetings the curriculum is made accessible to all children.	SLT MLT Inclusion Manager	Monitoring timetable
Increase access to the curriculum for pupils with disability	We currently have several ICT programmes to support accessibility as well as a set of Ipads used exclusively by children who have SEND. A toilet frame and wombat chair is available for a child with physical disabilities.	We produce passports for children with SEND. We offer support groups for parents. The SENCO is available each afternoon to meet with any parents if they have concerns.	SLT Inclusion and Welfare Team SEND children monitored regularly	Monitoring timetable
Increase access to the curriculum for pupils with disability	Learning support staff enable accessibility for some children through targeted specific support programmes and work plans. All support staff and teaching staff aim to foster a culture of independence.	1-1 (if needed). Intervention groups. Pre and post teaching. Teachers and TAs planning together.	SLT Inclusion and Welfare Team	Monitoring timetable
Increase support for children displaying social and emotional needs	Use of a Thinc Room to provide a range of social and emotional interventions to develop self-esteem, motivation and interaction skills for specific groups of pupils including SEN, vulnerable and disabled pupils	Children have individual plan which will indicate access to room Can be used by all children	SENDCo	

Aims	Current accessibility	Persons Responsible	
To improve and maintain access to the physical environment	<p>Ramp access to entrances and exits of the building and between buildings</p> <p>Disabled toilets are available in every building</p> <p>We have 1 disabled parking bay in the car park</p> <p>Hearing loops and radio aids are available to be used in classrooms and by staff</p>	<p>SLT</p> <p>SENDCo</p> <p>Regular site checks by site manager</p>	Site checks daily
Ensure information and notices are accessible	<p>Information available on website and school letters can be translated.</p> <p>We have several staff who speak a range of languages to support international new arrivals and parents who do not have English as a first language.</p> <p>We use a text and email service.</p> <p>Use of interpreters, internal and external, where necessary for parent consultation meetings and multi-agency meetings →</p> <p>Weekly newsletters are sent out to parents and posted on our website → Other useful information posted on the website with paper copies available for anyone without access</p> <p>We have a clear action plan for INA to ensure the curriculum is accessible.</p> <p>We provide pre ESOL training and run groups for parents whose children have speech and language difficulties and a range of SEND.</p> <p>School works closely with Rochdale Additional Needs Service</p>	<p>SLT</p> <p>Speech and Language Support Assistant</p>	

For further information, please contact Ms Martin (Head Teacher) or Mrs Bi (Assistant Head with responsibility for Inclusion).