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# ACCESSIBILITY PLAN

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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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

At Levendale Primary School, we believe that all pupils have equal rights to education and strive to provide an environment where access for all is paramount. We provide for the additional needs of disabled pupils and those who have special educational needs.

We are committed to providing best inclusive practice, and therefore the intention of this plan is to identify and eliminate barriers for pupils with disabilities. These include aspects of the physical environment, the provision of auxiliary aids and services, teaching and learning practices, the curriculum, staff training, the culture and ethos of the school, and the provision of information. We recognise that all children have rights.

The following Articles from the United Nations Convention on the Rights of the Child are particularly relevant to this policy:

- Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background.
- Article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- Article 4 (implementation of the Convention) Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.
- Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.
- Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.
- Article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.
- Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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

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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.

## **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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 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	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a personalised curriculum to enable access to learning and activities, including those with a disability</li> <li>• We use resources tailored to the needs of pupils who require support</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• Pupils have personalised support plans</li> <li>• Lessons are responsive to diversity</li> <li>• All Pupils are encouraged to take part in all aspects of the Curriculum</li> <li>• All pupils are included in school visits and trips</li> <li>• Staff seek to remove barriers to learning</li> </ul>	<p>Staff Training needs to be reviewed on a cyclical basis – including from External Services</p> <p>To include all staff, who come into contact with children</p>	HT/DHT	Each September and ongoing	Staff will have the knowledge and skills to support all children they teach

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Space to use specialist equipment</li> <li>• Emergency access and evacuation routes in place</li> <li>• Visual and auditory signals used</li> <li>• Areas well-lit</li> <li>• Furniture and equipment selected and adjusted appropriately</li> </ul>	<p>Furniture is arranged to enable safe and easy movement around the environment. Resources are made easily accessible to all pupils, including specialised resources (e.g. visual timetables)</p>	HT/DHT/All Staff	Each September and ongoing	Disabled pupils will be able to successfully navigate the school environment and be able to use resources
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Specialist electronic communication aids</li> <li>• Technology</li> <li>• Support Staff</li> </ul>	<p>Ensure all disabled pupils needs are met in lessons and around school.</p> <p>Ensure staff have the relevant training and shared knowledge to appropriately support all pupils</p>	HT/DHT/All Staff	Each September and ongoing	Pupils with a disability will be able to access information needed to learn and play an active part in school life



#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed annually by the headteacher.

It will be approved by the governing body every 3 years.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy