



Accessibility Plan

Policy written: January 2022

Date of next review: January 2025

Contents

1. Aims.....	2
2. Legislation and guidance.....	2
3. Action plan	3
4. Accessibility Audit.....	6
4. Monitoring arrangements	8
5. Links with other policies	8

1. Aims

Loughton Manor First School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

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.

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 the staff and governors.

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.

Action Plan for Loughton Manor First School

Aim	Current good practice	Actions to be taken	Person responsible	Date to complete actions by
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • Our teaching and resources are differentiated to ensure that all pupils have access to learning at their ability level. • Assessment date is tracked every term for all pupils, including those with SEND. • Some pupils with SEND have individual objectives that are specifically tailored to their need and ensure continued development. • The curriculum is reviewed to ensure it meets the needs of all pupils. 	<p>Assistant Head for Inclusion and Key Stage One and Head Teacher monitor progress of all children during progress tracking meetings.</p> <p>Assistant Head for Inclusion and KS1 to monitor objectives and meet with teachers/parents as appropriate.</p> <p>Senior Leaders and the Curriculum Subject Leaders to monitor the children's learning throughout the year to ensure differentiation and progression.</p>	<p>Assistant Head for Inclusion and KS1 and Headteacher</p> <p>Assistant Head for Inclusion and KS1</p> <p>Leadership Team and curriculum Subject Leaders</p>	<p>Termly</p> <p>Half-termly</p> <p>Half-termly</p>

	<ul style="list-style-type: none"> • Interventions are based on data, objectives and specialist reports. These are tracked through progress tracking meetings. • Staff are provided with continuous professional development regarding the support of children with SEND. • We use specialist resources to ensure access to the curriculum, i.e. a feedback loop in the sound system. 	<p>Curriculum teams to meet half-termly.</p> <p>The IT support and Senior Leaders will continue to maintain and source specific access to the curriculum.</p>	<p>Leadership Team</p> <p>Leadership Team</p> <p>Leadership Team</p>	<p>Half-termly</p> <p>Ongoing</p> <p>Ongoing</p>
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • The access routes into school are maintained and access to all parts of the school building are wheelchair friendly. • Ensure the access around the school facilities is accessible. 	Site manager to continue visual inspections in addition to the health and safety inspections undertaken with the Headteacher.	Site manager Headteacher	<p>Weekly visual inspection</p> <p>Termly recorded health and safety walk.</p>
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils.	<ul style="list-style-type: none"> • All written information will be provided in other formats as necessary, e.g. large print, coloured paper, pictorial or symbolic representations. • Specialist seating. Sloping boards and footrests for pupils with physical difficulties. Coloured overlays for pupils with visual difficulties. Pencil grips for pupils with grip difficulty. Sensory aides, 'wobble' cushions. 	Staff to ensure that, when requested or needed, information is delivered in the appropriate manner to suit the need of individual/groups of pupils.	Teaching staff	When necessary

<p>All extra-curricular activities are planned to ensure they are accessible to all children.</p>	<ul style="list-style-type: none"> • Conversations to be had with extra-curricular club staff to ensure children with additional needs are appropriately planned and catered for. 	<p>Review all out of school provision to ensure compliance with legislation.</p>	<p>Leadership Team</p>	<p>Review annually Ongoing</p>
<p>Access arrangements to meet individual needs when taking tests, etc. will be applied for and support provided where required.</p>	<ul style="list-style-type: none"> • Teachers to discuss relevant children and possible access arrangements with Assistant Head for Inclusion and KS1. 	<p>Assistant Head for Inclusion and Key Stage One/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangements as and when needed.</p>	<p>Teaching staff Leadership Team</p>	<p>Annually (Phonics check and SATs)</p>
<p>Improve the quality of provision for children with specific special needs</p>	<ul style="list-style-type: none"> • Children have access to the Kaleidoscope Room (KS1) and The Den (FS) with adult support. 	<p>Provide a tranquil area where children who suffer from over stimulation can go when needed. Liaison with relevant services for advice regarding provision, e.g. Inclusion and Intervention/Sensory Specialist Teachers.</p>	<p>Leadership Team</p>	<p>Ongoing quiet areas reviews and monitored to ensure needs are met.</p>

Accessibility Audit for Loughton Manor First School

Feature	Description	Actions to be taken	Person(s) responsible	Date to complete actions by
Number of storeys	The school building is one storey tall in most parts. There is a second floor to a staff work room and storage room within the office. Children do not access the second floor.	None	N/A	N/A
Corridor areas	The FS building does not have a corridor. It has open spaces for self-chosen activities. The main school building has two corridors; one either side (Yr 1 and Yr 2 sides) with classrooms off each side.	The corridor area is to be kept clear and accessible at all times. The FS open space needs to be kept clear and accessible. Visual inspections to check on safety daily.	All staff	Daily
Lifts	Not applicable	N/A	N/A	N/A
Parking bays	12 (on school premises) 1 disabled bay is located out of the school gates, although visitors to school who have additional needs, i.e. blue badge, are encouraged to use the staff carpark.	Visual inspections are to be carried out annually on the premises parking. There are a number of council owned parking bays in front of the school.	Site manager	Annually

Entrances	The school grounds has four entrances.	The entrances to be kept clear at all times.	Site manager and school staff	Daily
Toilets	The school has four main toilet areas for children. It has one staff toilet and two disabled toilets.	Toilets are to be cleaned daily or more frequently if the need arises.	Site manager and cleaners	Daily
Reception area	The school has one reception area.	The reception area is to be kept clear and accessible at all times. Visual inspections to check on safety daily.	Site manager	Daily
Internal signage	Multiple	The signs must be clearly visible and cleaned when necessary. They must be updated in line with legislation and with any changes.	Site manager and Leadership Team	Ongoing
Emergency escape routes	Multiple	The emergency escape routes must be clearly signed with the escape plan displayed in each room.	Site manager	Review termly

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 Headteacher and The Governing Board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs and Disability (SEND) Information Report
- Supporting pupils with medical conditions policy