

Ludlow Primary School



Accessibility Plan

Adopted September 2019
Review September 2020

Ludlow Primary School

Accessibility Plan 2019-2020

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.

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.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Not included are those children with emotional and behavioural difficulties for social and domestic reasons though these children may be recognised as having additional learning needs.

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.

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 GB

At Ludlow Primary School we are committed to ensuring that all of our pupils can access a broad and balanced curriculum regardless of any disability or additional learning need. We will make every reasonable effort to achieve this by:-

- Ensuring pupils with additional learning needs or disabilities can participate in the school's curriculum alongside their peers;

- Making reasonable adjustments for disabled pupils so that they are not substantially disadvantaged;
- Planning to further develop access to education for disabled pupils, both through modifications to the curriculum and to the learning environment.

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents and carers	<ul style="list-style-type: none"> • To create access plans for individual disabled children as part of the EHC process. • To ensure staff and governors can access all areas of the school used for meetings. • To send reminders to parents to let us know if they have problems with access. • To regularly remind staff to inform SLT if 	Ongoing	SENCo Head teacher	<p>EHCPs are in place for disabled pupils and all staff are aware of the needs of a child.</p> <p>All staff and governors are confident that their needs are met. This is continuously monitored to ensure any new needs arising are met.</p> <p>Parents have appropriate access to areas of the school.</p> <p>Medical information is shared with all staff and volunteers to ensure the safety of individual children.</p>

	<p>they need additional support in the workplace.</p> <ul style="list-style-type: none"> • Staff to share EHCPs/SEND provision information with volunteers and support staff where appropriate to ensure continuity of care for children. • To display medical information in the staff room so all staff are aware of medical needs of individual pupils. 			
Maintain safe access for visually impaired people.	<ul style="list-style-type: none"> • Check external lighting is working on a regular basis. 	Lighting checked by caretaker on a regular basis.	Caretakers on both sites	Visually impaired visitors feel safe in the school surroundings. External lighting is regularly maintained for security and access.
Ensure all disabled people can be safely evacuated from building.	<ul style="list-style-type: none"> • Ensure there is a personal emergency evacuation plan for 	Not currently required but update as and when required	SENCo Head teacher	All disabled children and staff working within the school are safe in the event of fire. There is constant supervision for disabled children

	<p>those children who need one.</p> <ul style="list-style-type: none"> • Ensure all staff are aware of emergency evacuation procedures and there is a designated person to assist in evacuation of EHC children if necessary. • If a person uses a wheelchair they must not be in a classroom where there is a step at emergency exit. 			<p>who would need assistance during an emergency evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.</p>
<p>Provide hearing loops in classrooms to support pupils with hearing impairment.</p>	<p>Take advice from Sensory Inclusion service if this becomes necessary.</p>	<p>As required</p>	<p>SENCo Head teacher</p>	<p>All children have access to the curriculum.</p>
<p>Ensure there are adequate fire exits around school which are accessible to disabled people.</p>	<p>Ensure staff are aware of the need to keep fire doors clear.</p>	<p>Daily</p>	<p>All staff</p>	<p>All disabled children, staff and visitors have access to safe fire exits.</p>

Ensure staff have appropriate training on disability issues.	Identify training needs on a regular basis.	As required	SENCO	Raised confidence of staff.
Review PE curriculum to ensure PE is accessible to all children.	Review PE curriculum taking advice from other agencies as necessary. Promote SEN specific sports events.	As required	PE co-ordinator	All pupils have access to PE and are able to enjoy and excel at physical activities.
Ensure all trips and visits are accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	As required	EVC	All pupils are able to take part in trips and visits.
Review curriculum areas and planning to ensure disability issues are being taken into consideration.	Include specific reference to disability equality in all curriculum reviews.	As required	Head, subject leads	Gradual introduction of disability issues into all areas of the curriculum.
Ensure disabled children can take part in lunchtime and after school activities.	Discuss inclusion issues with staff.	As required	Lunchtime staff, after school club leaders	All children can participate in activities.

Signage around school is in a variety of languages.	Welcome sign in various languages welcomes visitors to school		SENCo Head teacher	All people feel welcome at our school.
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