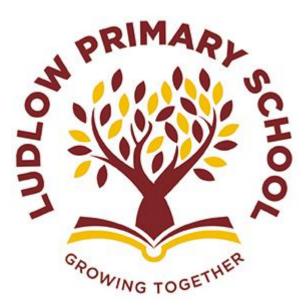
Ludlow Primary School Accessibility plan



School Lead: Kate Mather

Governor Lead: Andrew Teale

Next review September 2025

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 <u>schedule 10 of the Equality Act 2010</u> 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 <u>Special Educational Needs and Disability (SEND) Code of Practice</u>, '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.

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents and carers	 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 they need additional support in the workplace. 	Ongoing	SENCo Head teacher	EHCPs are in place for disabled pupils and all staff are aware of the needs of a child. All staff and governors are confident that their needs are met. This is continuously monitored to ensure any new needs arising are met. Parents have appropriate access to areas of the school. Medical information is shared with all staff and volunteers to ensure the safety of individual children.

	 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.	 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.	 Ensure there is a personal emergency evacuation plan for those children who need one. Ensure all staff are aware of emergency 	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 who would need assistance during an emergency evacuation. Disabled

	 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. 			people in wheelchairs can be evacuated quickly and easily.
Provide hearing	Take advice from Sensory	As required	SENCo	All children have access to the
loops in classrooms	Inclusion service if this		Head teacher	curriculum.
to support pupils with hearing impairment.	becomes necessary.			
Ensure there are	Ensure staff are aware of	Daily	All staff	All disabled children, staff and
adequate fire exits	the need to keep fire doors			visitors have access to safe fire exits.
around school	clear.			
which are accessible				
to disabled people.				
Ensure staff have	Identify training needs on a	As required	SENCO	Raised confidence of staff.
appropriate training	regular basis.			
on disability issues.				

Review PE	Review PE curriculum	As required	PE co-	All pupils have access to PE and are
curriculum to	taking advice from other		ordinator	able to enjoy and excel at physical
ensure PE is	agencies as necessary.			activities.
accessible to all	Promote SEN specific sports			
children.	events.			
Ensure all trips and	Ensure venues and means	As required	EVC	All pupils are able to take part in
visits are accessible	of transport are vetted for			trips and visits.
to all pupils.	suitability. Develop			
	guidance on making trips			
	accessible.			
Review curriculum	Include specific reference	As required	Head, subject	Gradual introduction of disability
areas and planning	to disability equality in all		leads	issues into all areas of the
to ensure disability	curriculum reviews.			curriculum.
issues are being				
taken into				
consideration.				
Ensure disabled	Discuss inclusion issues	As required	Lunchtime	All children can participate in
children can take	with staff.		staff, after	activities.
part in lunchtime			school club	
and after school			leaders	
activities.				
Signage around	Welcome sign in various		SENCo	All people feel welcome at our
school is in a variety	languages welcomes		Head teacher	school.
of languages.	visitors to school			