**LEIGH AND BRANSFORD PRIMARY SCHOOL**

# Accessibility Policy & Plan
## 2024 - 2027

**Responsibility:** Local Governing Body

**Date:** February 2024

**Signed:**

**To be reviewed:** February 2027

## `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 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 ensuring that Leigh and Bransford is an inclusive and caring community.

At Leigh and Bransford Primary our vision is to develop and maximize the potential of every individual; ensuring that we are equally ambitious for our disabled pupils and staff.

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 all 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: pupils, parents, staff and governors of the school.

## 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.

This policy complies with our funding agreement.

## 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aims | Current good practice.<br>*Established & under development* | Objectives<br>*Short, medium and long-term.* | Actions to be taken | Person/s responsible | Date to be completed by | Success Criteria |
|---|---|---|---|---|---|---|
| **Increase access to the curriculum for pupils with a disability** | Leigh and Bransford employs a SENDCO/Pastoral lead 2 days a week to ensure the best possible learning environment. | To ensure that we meet the Special Educational needs of every child | Staff will train and develop knowledge and skills to effectively support those with extra needs. | Led by SENCO | Termly reviews fed back to SLT | Pupils making the best possible progress.<br>All staff aware of good practice and current procedures. |
| | Leigh and Bransford makes full use of support services and uses available resources to support pupils to access the curriculum. | Every effort will be made to ensure children with SEN will be educated alongside their peers | We will continue to share good practice and ideas with others schools within the Mercian Educational Trust and beyond where possible | | Termly meetings with Worcestershire SENCO Network group and Mercian Educational Trust SENDCOs to share best practice | |
| | Pupil progress is tracked termly for every pupil.<br>Appropriate targets are set for pupils with additional needs. | | | | | |
| | Work is differentiated appropriately for the children. | All children able to access the curriculum | Termly learning walks and book trawls. | | Termly | All children able to access the curriculum. |
| **Improve and maintain** | Leigh and Bransford's environment is adapted | To maintain and adapt | We will continue to liaise with | Led by SENDCO | Consider needs for pupils joining the | Pupils are not restricted in their |

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|---|---|---|---|---|---|---|
| **access to the physical environment** | to the needs of pupils as required.<br>Current accessibility features include:<br>• Site on one level<br>• Clear corridors<br>• Disabled toilet | Leigh and Bransford Primary School environment in such a way that we can maximise accessibility for all | preschool and nursery groups to identify individual accessibility needs to help inform arrangements for Reception.<br>We take into account individual considerations and take advice from a range of agencies | Headteacher/Governing body | school as well as pre-school liaisons in the summer term. | learning as a result of avoidable accessibility challenges. |
| **Improve the delivery of information to pupils with a disability** | Leigh and Bransford uses a range of communication methods to ensure information is accessible where necessary.<br>This includes:<br>• Sign language<br>• Large print<br>• Pictorial/symbolic representations<br>• Interpreters for meetings<br>• ICT resources | We will seek advice and best practice as new resources become available to improve delivery. Ensure all children have access to the resources they need to improve delivery of information. | Review the effectiveness of the resources used, and seek guidance if improvements are needed. Ensure staff have the knowledge to use available resources in an appropriate and effective | Led by SENDCO | Reviewed termly and changes made as necessary. | Information is accessible to all in the most appropriate format to support learning |

| Aims | Current good practice.<br>*Established & under development* | Objectives<br>*Short, medium and long-term.* | Actions to be taken | Person/s responsible | Date to be completed by | Success Criteria |
|---|---|---|---|---|---|---|
| | • Adapting resources | | | | | |
| | To ensure that the medical needs of all pupils are met fully within the capability of the school. | | Liaise with external agencies, identifying training needs and establish individual protocols where needed. | | | The needs of children with specific medical needs are met. All medical care plans are up to date and reviewed at least annually |

## 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 in association with the Governing Body.

## 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