

Accessibility Plan

The Littletons CE First School



SCHOOL VISION:

Just as God has created every individual with unique talents and skills, our school community provides a nurturing and inclusive environment, where everyone is encouraged to explore their individual creativity and to confidently use their talents in order to achieve their God given potential and to make the world a better place.

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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.

Our School Vision states that "...our school community provides a nurturing and inclusive environment..." and as a school, we aim to live this out every day, with every decision we make.

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.

This policy should be read in conjunction with relevant DoWMAT policies available at: <https://www.dowmat.education/policies-and-key-documents/>.

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 parents, governors and school staff.

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.

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 Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs 	<ul style="list-style-type: none"> • The curriculum is reviewed to make sure it meets the needs of all pupils • Curriculum resources include examples of people with disabilities 	<ul style="list-style-type: none"> • As new curriculum is developed during 2023/24, assess the • Check curriculum resources for new schemes and supplement if necessary. 	Subject leaders	Curriculum overviews include any necessary adaptations for pupils with disabilities.
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"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities 	<ul style="list-style-type: none"> • Ensure corridor width allows for wheelchairs across the school 	<ul style="list-style-type: none"> • Move obstructing items (e.g. cupboards) 	Paul Jones	Wheelchair users are able to move freely throughout the school.

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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"> • Internal signage • Large print resources • Colour overlays • Pictorial or symbolic representations 	<p>Ensure delivery information is accessible for any children with disabilities that join the school in September.</p> <p>Use adaptations to support all children to access the curriculum.</p>	Assess the needs of new starters and adapt delivery information accordingly.	Nicola Felton	All children can access information delivery

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 by the Headteacher.

It will be approved by the Local Academy Board.

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