



DISCOVERY
EDUCATIONAL TRUST



Accessibility Plan

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| Ratified by | Local School Committee |
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1. Legislation and Guidance

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. Under the Equality Act 2010, Local Governors and leaders have a duty:

- Not to treat disabled pupils less favourably for a reason related to their disability, in fact Larchwood Primary School (LPS) aims to promote positive attitudes to disabled people and promote equality of opportunity for all.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The Local School Committee (LSC) is accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan, which must be reviewed, at least, once every three years.

The Equality Act 2010 states that a person has a disability if:

- He/she has a physical or mental impairment;
- The impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Under the Equality Act 2010, schools have a duty to make 'reasonable adjustments' to ensure that:

- Where a disabled pupil is placed at a disadvantage compared to other pupils, efforts are made to reduce/remove the disadvantage.

2. Purpose and Direction of the Plan – Vision and Values

The Discovery Educational Trust (DET) is a Trust of Opportunity and its Schools offer their children and young people a high quality inclusive education, a broad, balanced and ambitious curriculum and a safe and stimulating place to grow, learn and develop. All pupils are fully prepared to seize the opportunities of the rapidly changing world and become active and responsible global citizens.

LPS has high expectations for all pupils and is committed to ensuring that all pupils, including those with disabilities, achieve the best possible educational and other outcomes. In line with the National Curriculum, teachers are expected to plan high quality lessons for all pupils, identifying and overcoming barriers to learning wherever possible. We ensure that pupils with disabilities have access to the wider curriculum and are able to participate in a range of enrichment and extra-curricular activities.

LPS is committed to providing a fully accessible environment, which values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. LPS is committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

LPS works closely with professionals from Essex County Council, the National Health Service and other agencies to ensure that our site is accessible and meets the needs of children and young people in the School.

Whole school training recognises the need to continue raising awareness for staff and Local Governors on equality issues with reference to the Equality Act 2010.

The purpose of this plan is to set out how LPS will:

- Increase the extent to which disabled pupils can participate in the School curriculum and in extra-curricular activities;
- Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the availability of information, which is accessible to disabled pupils.

3. Stakeholders

This plan was written in consultation with all stakeholders, including School leaders, Local Governors, teachers, support staff, site management, parents/carers and pupils.

4. Contextual Information/Information from Accessibility Audit

LPS is part of DET. It is a mixed two form entry School with a Published Admission Number (PAN) of 420. It is located in Pilgrims Hatch in Brentwood and ages range from 4 to 11. The building is accessible for wheelchair users and is at ground floor level. There are three wheelchair accessible toilets.

5. Links to Other Documents

This accessibility plan is linked to the following policies and documents, which are available on either the DET or the LPS website:

- Health and Safety Policy
- Complaints Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs and Disability (SEND) Policy and Information Report
- Supporting Pupils with Medical Conditions Policy
- Risk Assessments
- Admissions Policy
- Equality and Diversity in Employment Policy
- Educational Visits Policy
- Intimate Care Policy

6. Action Plan

| Increase the extent to which disabled pupils can participate in the School curriculum and in extra-curricular activities. | | | | | |
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| Objective/Target | Current Provision/Practice | Strategies/Steps/Actions | Time Frame | Responsibility | Progress/Achieved/Success Criteria |
| <p>To provide training for staff in meeting the needs of all pupils, including those with SEND.</p> | <p>LPS is committed to delivering high quality teaching to all pupils.</p> <p>Staff attend regular professional development to ensure high quality teaching for all.</p> <p>All staff have access to more specialised training to support the needs of individual pupils.</p> <p>LPS works closely with the Multi-Schools Council in Essex and can access training through that body.</p> <p>LPS works closely with the Local Authority Inclusion Partner and seeks advice and training as required.</p> | <p>To continue to work with the Multi Schools Council in Essex and access its training sessions for staff.</p> <p>To continue to work closely with the Essex Inclusion Partner to seek advice and guidance as needed.</p> <p>To review gaps in staff knowledge and provide training appropriately.</p> <p>Early Career Teachers to have a mentor, who is able to guide and advise them regarding accessibility issues.</p> <p>CPD and Performance Management to ensure that all staff are highly trained and confident in delivering high quality teaching.</p> | <p>Annual review</p> | <p>Headteacher</p> <p>SENCO</p> <p>Senior Leadership Team</p> | <p>Staff continue to deliver high quality teaching, which meets the needs, and is accessible to all pupils.</p> <p>Staff continue to attend regular CPD sessions.</p> |
| <p>To review the curriculum to ensure that it meets the needs of all pupils.</p> | <p>LPS is committed to ensuring that all of its pupils are able to access a broad and balanced curriculum.</p> <p>The curriculum is differentiated according to learners' needs.</p> | <p>To reduce the use of dual-coding in presentations so that learners are able to focus on key learning points.</p> <p>To have a Whole School focus on vocabulary so that all learners can access lessons.</p> | <p>Termly lesson observations and learning walks to ensure classroom practice</p> | <p>Subject Leaders</p> <p>Senior Leadership Team</p> | <p>High quality teaching is evident for all pupils.</p> <p>The curriculum and teaching methods are differentiated to meet the needs of all learners.</p> |

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| | <p>LPS uses resources tailored to the needs of pupils, who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for those with additional needs.</p> <p>Where children do not make good progress, interventions are put in place rapidly and barriers to learning are addressed.</p> | <p>To pre-teach key learning points, where needed, to ensure that all learners can access lessons.</p> <p>To continue to ensure that a range of resources are available to support learners.</p> <p>Subject leaders to be clear about how their subject is meeting the needs of all learners.</p> | <p>reflects policy.</p> <p>Curriculum reviewed by Senior Leadership Team in collaboration with staff and Subject Leaders.</p> | | <p>Pupils make good progress.</p> |
| <p>To plan all extra-curricular activities ensuring that they are accessible to all pupils.</p> | <p>LPS is committed to providing opportunities above and beyond the curriculum to all pupils, regardless of whether they have a disability.</p> <p>A wide range of extra-curricular clubs are offered to all pupils.</p> <p>Attendance at clubs is monitored to ensure that they are being accessed by all groups of learners.</p> <p>Educational visits are organised for pupils on a regular basis.</p> <p>Risk assessments are carried out to ensure educational visits are safe and accessible for all.</p> | <p>To continue to provide accessible extra-curricular activities for all.</p> <p>To ensure that any reasonable adjustments are made to enable all learners to take part in clubs and educational visits.</p> <p>To gather pupil views regarding clubs and extra-curricular activities.</p> | <p>Clubs' provision is reviewed termly.</p> <p>Pupil views to be collated annually.</p> <p>Reasonable adjustments to be made as needed.</p> | <p>Middle leaders and Senior Leadership Team</p> <p>Junior Governing Board</p> <p>SENCO</p> | <p>All groups of learners participate safely in extra-curricular activities, including clubs and educational visits.</p> <p>LPS is responsive to pupils' views about what clubs they would like to be able to attend.</p> <p>Additional resources and reasonable adjustments are provided as needed to enable all learners to take part in extra-curricular activities.</p> |

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| To ensure that any reasonable adjustments, auxiliary aids and services required by new entrants are in place prior to a pupil joining LPS. | LPS liaises with the Local Authority and the NHS to ensure that auxiliary aids have been identified, agreed and are in place prior to pupils joining LPS or within a reasonable timeframe. | SENCO to liaise with the Local Authority and/or NHS as required. | As required | SENCO Senior Leadership Team | Pupils with a disability are not placed at a disadvantage in comparison to other pupils. |
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| Improve the physical environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services. | | | | | |
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| Objective/Target | Current Provision/Practice | Strategies/Steps/Actions | Time Frame | Responsibility | Progress/Achieved/Success Criteria |
| To continue to develop our facilities in line with the needs of our pupils. | <p>LPS is committed to ensuring that all members of the school community can access the LPS site in a safe manner.</p> <p>The environment is adapted to the needs of the pupils as required.</p> <p>This includes:</p> <p>Ground level access to all buildings.</p> <p>Wide corridors.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils</p> | <p>To work with relevant outside agencies on an individual basis to ensure that the site can meet specialist needs.</p> <p>To ensure that all equipment on the LPS site is maintained in line with the manufacturer's guidelines when in use.</p> | <p>As required</p> <p>Ongoing</p> | <p>Headteacher</p> <p>SENCO</p> <p>Senior Leadership Team</p> <p>Site Management Team</p> | <p>All pupils, who attend LPS are able to safely take part in all aspects of LPS life.</p> <p>Equipment is safe to use.</p> |

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| | <p>Three accessible toilets.</p> <p>Disabled parking bay.</p> <p>Emergency exits clearly signposted.</p> | | | | |
| <p>To ensure that the LPS site is fully accessible for visitors with a disability.</p> | <p>Parents/carers and visitors with a disability are able to enjoy visiting LPS for performances, assemblies, meetings and to speak to office staff.</p> <p>This includes:</p> <p>Allowing visitors with a disability to enter LPS before other visitors for performances.</p> <p>Liaising with them regarding best position.</p> <p>Providing appropriate seating as required.</p> <p>Ground level entrance to main school office.</p> <p>Automatic doors to allow access to foyer.</p> <p>Low level window to office.</p> | <p>To work with parents/carers and visitors to ensure that they are able to safely access appropriate areas of the LPS site.</p> <p>To make reasonable adjustments as required.</p> | <p>Ongoing</p> <p>As required</p> | <p>Headteacher</p> <p>SENCO</p> <p>Senior Leadership Team</p> | <p>Parents/carers and visitors are able to access the LPS site regardless of whether they have a disability.</p> <p>Pupils with parents/carers with a disability are able to celebrate performances with them.</p> |

| Improve the availability of information, which is accessible to disabled pupils. | | | | | |
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| Objective/Target | Current Provision/Practice | Strategies/Steps/Actions | Time Frame | Responsibility | Progress/Achieved/Success Criteria |
| <p>To ensure that handouts, test papers, letters and other information are accessible to all pupils.</p> | <p>LPS is committed to ensuring that information is available and accessible to all pupils.</p> <p>Handouts, test papers, letters and other information are written in a clear, appropriately-sized font.</p> <p>End of Key Stage 2 test access arrangements for pupils with a disability are assessed and applied for as required.</p> <p>Visual stress can be assessed and coloured overlays provided as needed.</p> <p>Pictorial and symbolic representations are used in classrooms and for individuals as required.</p> | <p>To continue to monitor that pupils can access handouts, test papers and other information.</p> <p>Provide large print resources or alternative formats as required.</p> <p>Work closely with relevant external agencies to provide additional specialist resources as required by individual pupils.</p> | <p>Ongoing</p> <p>As required</p> | <p>Class teachers</p> <p>SENCO</p> <p>Senior Leadership Team</p> | <p>All pupils are able to access the information that they need in order to take part in a broad and balanced curriculum.</p> |
| <p>To ensure signage around the LPS site is clear.</p> | <p>LPS is committed to promoting independence for all pupils.</p> <p>All classrooms have a sign introducing the staff in that classroom.</p> <p>Resources are clearly labelled and organised to promote independence in the classroom.</p> | <p>To continue to monitor signage to ensure that all members of the LPS community can access the information that they need.</p> | <p>Ongoing</p> <p>Termly learning walks</p> | <p>Headteacher</p> <p>SENCO</p> <p>Senior Leadership Team</p> <p>Site Management Team</p> | <p>All pupils are able to navigate the LPS site safely.</p> <p>Pupils are able to access the timetable and resources independently.</p> <p>Good behaviour choices are promoted with all pupils.</p> |

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| | <p>Toilets are clearly signposted with symbols.</p> <p>Visual timetables are used in all classes.</p> <p>Pictorial representations of expected and unexpected behaviour encourage good choices for all pupils.</p> <p>Disabled parking bay is clearly signposted.</p> | | | | |
| <p>To ensure that LPS publications are available to all.</p> | <p>LPS is committed to communicating effectively with all parents/carers and members of its community.</p> <p>The LPS website has been developed to provide information for all stakeholders.</p> <p>Regular newsletters are emailed to parents/carers.</p> <p>Messages are regularly sent via text message.</p> | <p>To make publications available in alternative formats, if required.</p> <p>To support parents/carers to read and understand publications, if required.</p> <p>To develop good relationships with parents/carers so that they feel able to ask for support with accessing information, if required.</p> | <p>Ongoing</p> <p>As required</p> | <p>Office Manager</p> <p>Headteacher</p> <p>Senior Leadership Team</p> | <p>School publications are accessible to all parents/carers and members of the LPS community.</p> |

7. Monitoring and Evaluation

This Accessibility Plan will be reviewed within three years. Ongoing monitoring of the progress towards the targets and the impact of the plan will be carried out by Mr S Bowsler (Headteacher), Mrs D Jaycock (Deputy Headteacher) and **A. Governor**.