



Learning happily together

Lowé's Wong Infant School Accessibility Plan

Approved: January 2025

Next review: January 2028

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.

In our school everyone is equally valued and treated with respect. Everyone has an equal opportunity to achieve and will be challenged and supported to ensure that they continue to grow. Our Accessibility plan sets out how we endeavour to meet the needs of children and adults who may require additional provision to fulfil their true potential, whilst learning or working in our school. This involves providing access and opportunities for all pupils and adults 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. We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

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.

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 having a disability 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 the premises.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently, if necessary, particularly in light of any specific needs that are presented by pupils/staff/parents/governors joining the school.

It will be approved by the governing body.

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) policy and information report

Supporting pupils with medical conditions policy

Emergency Plan - Paper copies are available upon request from the office.

Table 1 - Access to the Curriculum

Target	Strategies	Timescale	Responsibility	Success Criteria
To identify pupils joining Foundation before the start of the academic year who may need provision to be made.	At least one visit per child to settings providing pre-school provision. More than one visit for children identified as needing additional support. Liaise with EYFSS and other professionals already involved with the family	May to Early September annually	EYFS lead & SENDCo	Successful transition for child and family

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits.	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school. Conversations with parents at an early opportunity.	Ongoing	Class Teacher, SENDCo, Headteacher, EVC	All pupils are accessing and experiencing the opportunities available.
To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision.	Early planning and risk assessments for regular clubs, to meet identified needs of cohorts who are in the school. Early conversations with club providers, parents and children.	Ongoing	Club providers, Class Teachers, Headteacher	All pupils are accessing and experiencing the opportunities available.
To regularly review the curriculum and teaching plans to ensure children have access to all parts.	Differentiated Outcomes Planned adaptive teaching Scaffolding Adapted resources to support access for specific children	Ongoing	Class Teachers, Subject Leaders, Curriculum Leads, SENDCo, SLT, Headteacher	Our curriculum will meet the needs of all children in each cohort.
Ensure targets are set effectively and are appropriate for pupils with additional needs.	Targets will be set and reviewed termly with parents and SENDCo (if needed)	Termly	Class teacher, SENDCo, parents	Children will have SMART targets that support their progress and attainment
Ensure curriculum progress is tracked for all pupils including those with a disability	There will be termly data drops for all subjects by class teachers. Ongoing assessments made by class teachers. Data monitored by subject leads and SENDCo – children needing extra support will be identified. The use of provision maps to quickly plan and evaluate interventions for identified children. Support/advice from outside agencies if required.	Termly	Class teacher, subject leads, SENDCo, SLT, Headteacher	Pupils progress and attainment will be closely tracked, and any concerns acted on quickly and effectively
Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified. Staff development time allocated for feedback from training to the wider staff community.	Ongoing	Head teacher, SENDCo, SLT	Staff will feel confident at supporting the children in their care. Information from training events will be cascaded effectively and promptly to staff

Ensure pupil's needs can be met using IT equipment or other resources following identification when required.	Use referral to IT support, EP, OT, Paediatrics services, VI team, PDSS and follow their recommendations	Ongoing	SENCo, Class teachers, IT support	Children have the required equipment to support their learning.
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Table 2 - Access to the physical environment.

Target	Strategies	Timescale	Responsibility	Success Criteria
All access points to the main building of the school to be accessible.	Regularly review access points to school. Regular communication with children with mobility issues and ensure their needs are being met. Speak to PDSS if there is a need to alter access. Termly health & safety inspections of the site.	Ongoing	Headteacher, SENDCo, Site Manager, MITRE health & safety, health & safety governor	All areas are accessible to all.
Ensure all people with disabilities can be safely evacuated in an emergency	Liaise with parents/school nurses and other healthcare staff to identify needs. Ensure that there is a Personal Emergency Evacuation Plan (PEEP) for all pupils and members of staff with disabilities. Ensure all staff are aware of their responsibilities in an evacuation as outlined in the Emergency Plan. Ensure all fire exits are clear and that exit routes are appropriately accessible.	Ongoing	Headteacher, SENDCo, Site manager, health & safety governor, MITRE health and safety	All pupils who require a PEEP, have an up to date and properly communicated plan which has been practised to ensure it can be implemented successfully.

Ensure the disabled access toilet facilities offer appropriate toilet, handwashing and changing facilities for pupils and staff with disabilities	Facilities checked daily, cleaned and re-stocked with disposable items. Support and advice from PDSS with regards to specific items required by users of the facilities.	ongoing	SENDCo, site manager, TA for named child needing access to these facilities.	All users of the facilities have access to everything they need
Drivers/visitors with a disability to have access to a parking space.	Signage in place for designated space. Remind staff of need for space to be left available.	ongoing	Headteacher, site manager, office staff	Designated space available at all times and used by the appropriate people.
Learning areas accessible for all pupils.	Regular review of layout of classroom to ensure it meets the needs of the children using the space at the time including the use of areas outside of the classroom for small group/1:1 support.	Termly	Class teacher	Children are not excluded from learning opportunities because they cannot access the classroom space or equipment.

Table 3 - Access to Information

Target	Strategies	Timescale	Responsibility	Success Criteria
Ensure the provision of written material to pupils meets their needs – specifically those with dyslexic tendencies.	Use of coloured paper/text size Visual timetables Review of materials used in class	Ongoing	Class teachers	Pupils always have access to written material which meets their needs at the appropriate time.
Ensure the availability of written material in alternative formats.	The school will make itself aware of the services available through the LA or online for converting written information into alternative formats.	Ongoing	Headteacher, SENDCo	The school will be able to provide written information in different formats when required for individual purposes.

<p>Ensure school brochures, school newsletters and other information for parents is available in alternative formats</p>	<p>Review all current school publications and promote the availability in different formats for those that require it</p>	<p>ongoing</p>	<p>Headteacher, SLT, office staff</p>	<p>Delivery of accessible school information to parents and the local community improved.</p>
<p>Ensure staff are confident in using nonverbal communication methods where needed e.g. Makaton signing</p>	<p>Visual timetables and prompt cards available. Training needs identified and planned. Support and training from SALT & EYSFSS Makaton used in assembly for singing</p>	<p>Ongoing</p>	<p>Headteacher, SENDCo</p>	<p>Staff will feel confident in using non-verbal communication for those children who require it.</p>