

Littleport Community Primary School



Accessibility Plan

Ratified: March 2025

Review: March 2028

Signed:

Chair of Governors

Date: 20th March 2025

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	6
5. Links with other policies.....	6

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.

At Littleport Community Primary School our values and principles reflect our commitment to a school where there are high expectations for everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem using a wide range of strategies. We know that safe and happy children achieve.

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. As a maintained school, we work closely with the Local Authority to support us in this work. The school has children with a range of disabilities, which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts SEND and medical professionals for assessments, support and guidance for the school and parents/carers.

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.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	• To continue to train staff to enable them to meet the needs of children with a range of SEND. • To meet the needs of individuals during statutory end of KS2 tests. • To improve staff awareness of disability issues. • To ensure that all policies consider the implications of disability access.	• SENCO to assess the training needs of staff in relation to SEND • SENCO to provide training for staff as needed. This may be also be from an external provider or webinar. • Children will be assessed, in accordance with regular classroom practice, and additional time, use of amanuensis etc will be applied for as needed for KS2 assessments.	SENCO SENCO Inclusion Lead Y5/6 Phase Lead	Ongoing review of ordinary available provision CPD throughout the year Spring term assessment of needs ahead of KS2 SATs	All children can actively participate in all aspects of the school curriculum. Data shows that pupils are making appropriate progress – closing gap to peers or, for some children, making progress towards specific targets.
Ensure all stakeholders are consulted on a regular and timely basis	• Newsletter and website used for communication • Regular SEND review meetings • Yearly EHCP Reviews • Drop-in as well as scheduled appointments at parents' evenings	• To provide appropriate forums for families to engage in improving school practice	• Regular coffee mornings and drop ins with SENCO • Parents' Forum engagement to discuss policy and practice	SENCO & Headteacher	Ongoing	Positive improvements to school practice and policy development Parent and voice of child heard

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Seating in the classrooms/ toilets / dining hall at an accessible height and adapted to meet the needs of the individual • Library shelves / tables at wheelchair- accessible height • Raised bed at wheelchair height in the school allotment • Accessibility to the Forest School provision – off-road wheelchair with suitable tyres for the terrain	Short term: School to be constantly accessible to all stakeholders. To continually develop school's ability to meet the needs of staff, pupils, parents and visitors. Medium term: To review school procedures to maintain accessibility. Ensure that the expansion of the school meets the accessibility needs of our pupils	Site Manager to regularly audit the school site to ensure it is maintained for those with accessibility needs Termly environmental audit / learning walks to take place by the Site Team and SLT. Focused discussion on potential accessibility issues for the school's expansion.	Site Manager Site Manager & SLT Headteacher & planning team	On-going Termly On-going	School is constantly accessible to all.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability or accessibility need	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources where necessary • Makaton (developing) • Pictorial or symbolic representations	To ensure that all parents and other members of the school community can access information (e.g. translating letters) Ensure that staff supporting in the Treehouse provision have basic training in Makaton if pupils accessing this require it	Parents/carers to feed into development of communications	Headteacher	End of 2025	School can be navigated easily by all pupils and staff.
			SENCO to review need for Makaton training and provide support with this as necessary	SENCO	End of the summer term 2025	Parental Questionnaire indicates that communication / information sharing has improved.
			Whole school inclusive approach to learning Makaton	SENCO & Headteacher	End of 2026	Improved communication with SEND children

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 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 (SEND) policy
- Supporting pupils with medical conditions policy