



Accessibility Plan

2023-2025

Lark Hill Community Primary School, Salford

Approved by:

Date:

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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 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 Lark Hill Primary School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they can. Everyone in our school is important and included. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regards to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent/carer knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent/carer and child's right to confidentiality.

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.

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 the Local Authority, staff, parents/carers, pupils 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.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan to inform the development of a new Accessibility Plan for the ongoing period.

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	Strategies	Person/s responsible	Date to be complete
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils.</p> <p>All after-school clubs, trips, residential etc are available to all pupils, including pupils with additional needs.</p> <p>Appropriate use of specialised equipment to benefit individual pupils and staff.</p> <p>Continue to provide regular staff CPD to enable them to meet the needs of pupils with SEND, including a range of medical conditions.</p>	<p>Sensory room for pupils.</p> <p>Strategic deployment of support staff.</p> <p>Pre and post teach interventions for target children.</p> <p>Purchase and allocate other resources as needed, eg: sloping boards for writing, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips, adapted pens, chew/fiddle toys.</p> <p>Risk assessments completed for individual children in order to increase access to the curriculum and mitigate potential risks to this.</p> <p>Training for staff on increasing access to the curriculum for all learners and removing potential barriers</p> <p>All classes have a resources kit for curriculum adaptations, including, coloured overlays, reading rulers.</p>	LT Teachers LSAs	In place and ongoing
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 • Clear, tidy route through school 	<p>Play leaders, emotionally friendly and school councils regularly collect pupil views on inclusion in school.</p> <p>We work closely with Salford Physiotherapy and OT to ensure this and organise relevant moving and handling staff CPD.</p>	LT Site managers	In place and ongoing

	<ul style="list-style-type: none"> • Close working relationship with Salford Physiotherapy and OT <p>The environment is maintained to ensure safe access to all around the exterior and interior of the school.</p> <p>Ensure all children feel safe and involved at playtimes.</p> <p>Appropriate use of specialised equipment to benefit individual pupils and staff.</p> <p>Adequate lighting throughout the school buildings.</p>			
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 • Buff paper • Pictorial or symbolic representations • Radio aids for specific children with hearing impairment • Large print resources for specific children with visual impairment 	<p>Written information available in alternative formats and languages on request.</p> <p>Early Years stay and play sessions with parents, and transition handover meetings.</p> <p>Pastoral team provide a tour of school to all new families.</p> <p>Learner review meetings are offered over the phone to parents who are unable to attend face to face in school.</p> <p>Translate option is available on the school website.</p> <p>SLA with language interpretation service for attendance at parent meetings.</p>	LT Teachers LSAs	In place and ongoing

4. Monitoring arrangements

This document must be reviewed every **3** years, but school will review and update more frequently where necessary.

It will be approved by the governing body, Head of School and Executive Headteacher.

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
- Supporting pupils with medical conditions policy