



Lickey End First School

Accessibility Plan

Last Updated/Reviewed:	April 2025
Next Review:	April 2026
Adopted by the Governing Body on:	06.02.2017
<p>Signed: B Behan</p> <p><i>Chair of Governors</i></p>	

Linked Policies and Procedures:

SEND Policy
 Health and Safety Policy
 Managing Medical Needs Policy
 Behaviour Policy
 Curriculum Policies
 Health & Safety Policy
 SEND Information Report
 School Development Plan

At Lickey End First School (LEFS) 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 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 work hard to ensure that we recognise every individual's uniqueness and success. 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. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". Schools are required to make reasonable adjustments for pupils who are disabled under the Equality Act 2010 to alleviate any substantial disadvantage.

According to the Equality Act 2010 a person is disabled if:

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

The SEND Code of Practice (2015) definition of disability could include long term health conditions such as asthma, diabetes and epilepsy if they affect the child's access to education.

The Accessibility Plan is structured to complement and support the school's equality objectives as described in the Equal Opportunities Policy, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

LEFS is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents 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 regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The LEFS 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 who are physically disabled and/or have sensory impairments, matching the curriculum as necessary to ensure that pupils who are disabled are as equally prepared for life as the pupils who are not disabled. If a school fails to do this they are in breach of their duties under the Equality 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 school 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 and visitors who are disabled; 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 LEFS Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Staff training will recognise the need to continue raising awareness for staff and Governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan 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 may roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan, in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for Governors meetings will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governing Body.

The Accessibility Plan may be monitored by OFSTED during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for LEFS were identified by:

- SENDCo and Headteacher

Appendix 1

Lickey End First School Accessibility Aims & Current Good Practice

Our Accessibility Aims are:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment.
- Improve the delivery of information to staff, pupils and parents/carers.

We request information about any disability or health condition in early communications with new parents and carers and with nurseries and pre-school groups. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in annual refresh.

Current access to the Physical Environment

Disabled pupils participate in extracurricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

Current examples of practice supporting these aims:

- Most of the school is laid out over a single ground floor level with a single step to access Year 3 and Year 4 classrooms.
- External areas of the school accessed by steps can also be accessed by gently-sloping paths
- Disabled parking is designated in the school car park
- Any disabled visitors will be briefed on escape routes and accessibility and/or provided with a carer/assistant
- A visual fire alarm is in place.

Current access to the Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Texts within reading and writing consider diversity which includes people with disabilities. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, or lack of role models or images of disabled people.

Current examples of practice supporting these aims:

- Great thought is given to sculpting environments which are calm and well-coordinated across school, enabling greater accessibility of learning and hence better support progress
- All progress of pupils is monitored and reviewed to ensure best access to the curriculum is being maintained
- Designated rooms for supporting pupils with additional needs through sensory play and a limited- distraction environment.
- We work closely with parents and professionals to ensure provision including for pupils with Education Health and Care plans is well matched and effective.
- Effective policy for Managing Medical Needs is in place
- All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils and attendance of SEN pupils and/or those with a disability is currently good.
- Close collaboration is maintained with key external and internal professionals

Current access to Information

Different forms of communication are made available to enable all pupils that are disabled to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

Current examples of practice supporting these aims:

- Electronic communication is now complementing letters in book bags and a variety of fonts and colours can be made available.
- Signage around school contains both images and words for individuals with a range of needs to find where places are.
- Alternative formats of written material are investigated and provided on request
- Children's records are reviewed at least annually.

Appendix 2

Accessibility Action Plan A - Improving Physical Access

Aim - to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	Objective	Strategies	Timescale/ Target Date	Responsibility
1	Ensure that the physical environment of 'The Nest' Room meets the needs of all learners.	Decorating and repairing walls to be actioned. Environment to be kitted with sensory resources and flooring considered.	By February 2025	Headteacher and SENDCo
2	Ensure heavy fire doors are easy use for younger children and visitors with potential physical impairment.	Install magnetic locking system on doors which enable them to remain open unless there is a fire-alarm.	By December 2024	Headteacher
3	Ensure disabled toilet space is clear and free of clutter	Improve storage within the community room to ensure disabled toilet remains clear.	By December 2024	Headteacher
4	Ensure contrasting floor/wall skirting colours is in place for those hard of sight.	Paint skirting in areas of school to ensure contrasting colour to flooring.	By february 2025	Headteacher

Accessibility Action Plan B - Improving Curriculum Access

Aim - to increase the extent to which disabled pupils can participate in the school curriculum.

	Objective	Strategies	Timescale/ Target Date	Responsibility
1	For QFT to be consistently 'good' and for pupils with SEND to be given adequate support to make excellent progress.	<p>Individual needs to be planned for within the curriculum.</p> <p>Interventions are reconsidered and planned by best outcomes.</p> <p>Individual Provision Maps include SMART Targets.</p> <p>Develop an environmental toolkit which is embedded in every classroom.</p> <p>Collaborative planning to ensure QFT is understood and in place.</p> <p>Evidence how children are making progress. (Feedback, marking, data and intervention analysis.)</p>	By July 2025	SENDCO Headteacher All Staff
2	<p>Pupils demonstrate good listening skills to their peers and teachers.</p> <p>Pupils show high-regulation towards others.</p>	<p>Oracy project</p> <p>Raise expectations of self-regulation (assemblies, ongoing feedback)</p>	By July 2025	SENDCO Headteacher All Staff