

Littledean Church of England Primary School and Pre-School



Accessibility Policy and Plan

Aspiration - Resilience - Community

Statement of Intent

Littledean Church of England Primary School is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as their peers. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Equality Policy.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE 'The Equality Act 2010 and schools'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'

Definitions

In line with the Equality Act 2010, "**indirect discrimination**" is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The "**protected characteristics**" are:

- Age
- Disability
- Gender reassignment
- Race, religion or belief
- Sex or sexual orientation
- Pregnancy or maternity
- Marriage or civil partnership

A person is defined as having a “**disability**” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Roles and Responsibilities

The Governing Board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The Head Teacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility in conjunction with the Governing Board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils’ disabilities arise.
- Working closely with the Governing Board, LA and external agencies to effectively create and implement the school’s Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Head Teacher and Governing Board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Head Teacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Supporting disabled pupils to access the environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

Equal Opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that extra-curricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in school activities.

Admissions

The school will act in accordance with the admissions arrangements laid out by the Local Authority.

The school will strive to not put any pupils at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available.

Information will be obtained on future pupils in order to facilitate advanced planning. Prospective parents of pupils with an Education Health and Care Plan, and pupils with SEND, will meet with the school SENCO, prior to starting, in order to discuss the pupil's specific needs.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of the education, physical, sensory, social, spiritual and emotional needs. The school aims to provide an adapted curriculum to enable pupils to feel secure and make progress.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The Class Teacher, in discussion with the pupil (where appropriate) and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g., PE lessons, will be adapted, wherever possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed information on pupils with SEND are given to relevant staff in order to aid teaching.

The school ensures that specialist resources – including physical resources, e.g., large-print books, and human resources, e.g., teaching assistants – are available and appropriately deployed for pupils who would require or benefit from them to fully participate in the curriculum.

Physical Environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed with the school's Accessibility Plan.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer.

The intention is to provide a projected plan for a two-year period. If it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring all pupils are sufficiently supported.

Accessibility Plan 2026-2028

Target	Strategies	Timescale	Responsibility	Success Criteria
To ensure that routes in and around the school are well signed.	Refresh signage when needed	Ongoing	WW/SC	Visitors to the site will be clear about where different areas of the school are and how to access them.
To ensure that routes in and out of the school building (including front ramp and slope to the rear of the school) be kept uncluttered and easily accessible.	Regular jet washing of ramps. Trimming back of plants along the side of pathways and slopes. Moss to be swept up.	Ongoing – seasonal terms	MK/PS	Access ramps clear of weeds/hazards and can be freely accessed.
To ensure that any new school site developments take into account access to disabled pupils, staff, parents and visitors.	Liaise with architects/ LA with regards to any new builds or extensions.	Ongoing – as need arises	HM	Building is accessible for all.
To ensure that CPD reflects the needs of children within the school – staff are knowledgeable about how to meet the needs of children with disabilities and strategies to support them.	Review the needs of children with disabilities – ensure that all key staff are offered training in how to meet the child's needs effectively. Provide expert external trainers where possible.	Ongoing as need arises	HM/JW/ All Staff	Staff will feel confident in meeting the needs of children with SEND within the school. Adaptations to lessons/curriculum will be evident enabling children to make good progress with their learning.
Ensure that staff responsible for administering medicine (specifically for children with diabetes) are suitably trained, signed off and supported in their role.	External training provided by NHS diabetic nurse. Staff signed off by NHS diabetic nurse to administer insulin injections. Enough staff trained so that the responsibility doesn't fall to just one member of staff. Annual update training provided by NHS.	Ongoing – training annually and sign off's as needed.	HM/JW/ All Staff	Enough staff trained in meeting medical needs of pupils to ensure that they are able to access all activities and areas of the curriculum. Staff feel confident in their role in regards to the administration of medication. Parents feel that their child is well supported in regards to

				meeting their medical needs in school.
To ensure that evacuation and emergency plan in place for all pupils.	Update plans in line with latest county guidance. Ensure PEEPs in place for children with physical needs.	Ongoing	HM/JW/All Staff	PEEPs in place for children with physical/medical needs. All staff are aware of policies and procedures in regards to evacuation.
To ensure that all pupils can participate in PE lessons, school trips and activities, regardless of their disabilities.	Training when available/needed – SEND, diabetes, anaphylaxis, asthma. My Plan and risk assessments TA support for pupils with medical/physical needs.	Annual update training Ongoing – reviews of My Plans and risk assessments	HM/JW	Staff feel confident in teaching PE to pupils with physical and/or medical needs. Staff confident to manage medical needs of pupils, particularly when out of school for trips/activities. An appropriate number of staff have received relevant training.
To improve the delivery of information to pupils with a disability (if relevant to our current pupils).	We use a range of communication methods to ensure information is accessible, such as: • Internal signage. • Large print resources where possible or requested. • Coloured overlays, different coloured backgrounds. • Pictorial or symbolic representations of information (Communicate in Print)	Ongoing – as needed	HM/All Staff	Staff made aware of the needs of the pupils and adaptations made as necessary.
To increase access to the curriculum for pupils with a disability.	Strategies include: • Intervention training for support staff. • Training and staff meeting time dedicated to further developing teacher's understanding of how to adapt the curriculum and lessons to meet all pupil's needs.	Ongoing – as needed	HM/All Staff	Support staff able to work with increased knowledge and provide appropriate resources for pupils. Staff made aware of the needs of the pupils and adaptations made as necessary.

Monitoring and Review

This policy will be reviewed April 2028 or when new legislation or guidance concerning equality and disability is published.

This policy and plan should be read in conjunction with the following policies/documents:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Education Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying and Hate Policy
- Health and Safety Policy
- Data Protection Policy

Date of Review:	April 2026
Date Agreed by Governing Board:	22 nd April 2026
Date of Next Review:	April 2028